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ABSTRACT

This book describes award-winning teacher-developed projects and courses in economics. The reports are condensed versions of the original projects and are divided into grade levels. Primary Level includes: "Peanut Economics" (Janet Lancaster; Dena L. Meade); "Consumer Education Circus" (Pearl Eloshway; Linda McGeehan); "Critter Cards" (Joyce G. Beattie; Sue Hatton; Pamela Clark); "Harrisonburg Moneyopoly" (Barbara Borntrager). Intermediate Level includes: "Look, Mom! I'm a Million Dollar Student!" (Patricia T. McMillion); "Economics from the Cradle" (Linda K. Parker; Patti L. Reynolds); "Card Connection: A Business for Children" (Roberta E. Maselow); "Cookonomics: Catering with 'Class'" (Greta Howell). Junior High Level includes: "Once Upon a Wall Street Dreary, Economics Made Me Cheery" (Sheryl Szot Gallaher); "The Economics of Clean Air: Clean Air for Sale" (John R. Joachim); "Mind Your Own Business: Economics and Entrepreneurship" (Glenda H. Wills); "The United States Gets a New Form of Government and a Tariff, Too!" (Thomas H. Wessling). Senior High Level includes: "Brother, Can You Spare a Ruble? Or Should the U.S. Invest in the U.S.S.R?" (Wanda J. Calloway); "Let Them Eat Cake!" (Deborah P. Berry); "What's Cookin' in Evening Shade? A Pot of Profit" (Lita N. King; Julie A. Johnson). The Open Category includes: "Parties Are Really Terrific Instruments for Economic Studies" (Sally S. Beard; Peggy S. Hill; Gary L. Moore); "Schools and Progress Are at the Crossroads: The Voters Hold the Key to Our Education and Economic Future" (Florence B. Smith); "Have a Heart Candy Shop" (Diane L. Scheuerer); "Exploring Economics All Year Long" (Emily Wood). (EH)

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ECONOMIC EDUCATION EXPERIENCES OF ENTERPRISING TEACHERS

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Edited by
Andrew T. Nappi

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ECONOMIC
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TEACHERS

Volume 30

Edited by
Andrew T. Nappi

Developed by the National Council on Economic Education from the 1991–92 entries in the 30th annual National Awards for Teaching Economics sponsored by the International Paper Company Foundation

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Message from the National Council President

Economic Education Experiences of Enterprising Teachers describes the 56 projects that were selected in the National Council on Economic Education's 30th annual *National Awards for Teaching Economics.*

The 84 educators who designed and taught these exemplary and imaginative activities are to be congratulated. The projects demonstrate what can be done when teachers have sufficient background in economics and apply their creative talents to teaching basic economic concepts in the classroom.

Staff members of our affiliated state councils and centers for economic education throughout the country, by working with teachers and encouraging them to submit entries, are to be commended. Also, our national office staff, under the able leadership of Stowell Symmes, is to be thanked for their dedicated efforts to assure that award-winning teachers are appropriately honored for their outstanding classroom performances.

The *National Awards for Teaching Economics* and production of this book of award-winning teachers' program summaries are made possible by the generous financial support of the International Paper Company Foundation. Through its 18 years of support, the Foundation not only has shown commitment to basic educational improvement but also has demonstrated confidence in the National Council's efforts to provide quality economic education for all students. We are all grateful.

Stephen Buckles
President
National Council on Economic Education

Director's Acknowledgments

The National Awards for Teaching Economics, now completing its 30th year, is the longest sustained program conducted by the National Council on Economic Education. It owes such longevity largely to its sponsor, the International Paper Company Foundation, staffed by people who believe that quality teachers help young minds mature and that such teachers deserve special recognition. It is to Arthur Wallace, former president, and Sandra Wilson, vice president of the Foundation, and to John A. Georges, chairman and CEO, and John T. Dillon, executive vice president of International Paper that we express our gratitude and appreciation.

All award-winning teachers merit our special thanks as do the hundreds of other teacher-applicants who tested themselves by submitting projects for evaluation that required writing down what they taught, how they taught it, and how they know students learned. We know that their endeavors made significant positive effects on students and that other teachers can benefit from reading about these enterprising experiences in the classroom.

We also extend gratitude to our distinguished panel of judges. Only if one serves in a similar capacity can one truly appreciate the magnitude of their efforts. We thank them for their conscientious selections and for bearing the discomfort when forced to choose the best from a pool of quality applications. The judges are identified on page ii of this publication.

Several other individuals have each contributed importantly to the preparation of Volume 30, *Economic Education Experiences of Enterprising Teachers*. Among National Council staff are Stephen Buckles, president; Joan Sullivan Baranski, publisher; and secretaries Gwen Pajotte, Pamela Merritt, and Heather Curtin. We also cite Illinois State University staff, including George Palmer and Joey Miehsner, director and administrative assistant, respectively, at the Economic Education Awards Depository, for coordinating judging activities and preparing project manuscripts for inclusion in the national awards collection; and Andrew T. Nappi, currently director, Center for Insurance and Financial Services, for his fine work as editor of this publication. Last, Patricia McCarney, compositor, for excellent formatting of printed pages and turning manuscripts into publishable text.

S. Stowell Symmes
Director, *School Services Division* and
Administrator, *National Awards for Teaching Economics*

Editor's Introduction

The reports published in this book are condensed versions of the original projects, some of which cannot be presented or even summarized easily. The attempt in Volume 30, as in its predecessors, is to provide brief descriptions of the winning entries which capture the essence of the teaching project. I am confident that teachers who have submitted projects, but failed to win, will be helped by the following summary of the characteristics of the winning entries.

1. *The project should include a succinct statement of the goals or learning objectives, both cognitive and affective.* The list of objectives need not be long; it should, rather, be clearly articulated and related to the instructional program. Statements of objectives help the judges gauge the worth and effectiveness of the entry.

2. *The judges should be able to discern how each unit, lesson, method, or activity in the project helps to develop economic concepts and generalization.* That does not mean that mathematical, writing, reading, or other skills are not important, but simply that awards must go to entrants who focus on the teaching and learning of economics.

3. *The procedures and sequence of activities should be well organized and clearly described.* This portion of a report should emphasize the materials, time schedule, introductory procedures, assignments, activities or strategies, and the review process. Motivational technique must be spelled out and instructional activities described in detail. How did the teacher get the pupils interested in the ideas to be taught? How was the lesson, unit, course, or subject begun? The duration of the project should be given at the beginning: a year, a semester, a few weeks, a single lesson, or other. If less than a full course, the author should describe how the project fit into the curriculum being taught and how it was related to the preceding or the following material.

4. *Winning entries should clearly describe the instructional environment and class situation.* The judges want to know the ages, ability levels, or special characteristics of the students. If the project was developed for a particular socioeconomic or ethnic group, the judges must be informed.

5. *A precise account of the teaching techniques used should be given.* The basic purpose of the Awards Program is to help other teachers, and that can be achieved only if the author gives a detailed account of the methods employed. For example, it is not enough simply to say that a resource speaker was used—the reader should be told exactly how the speaker presented economic ideas, what follow-up activities were conducted, how these activities fitted into the total project, how the endeavor was evaluated, and so on. Where appropriate, sample lesson plans should be included, along with assignment sheets, instructions passed out to students, and the like. Complete details about the personnel and material used should be included in the report.

6. *The project should show originality.* It ought to be more than a rehash of someone else's work. At the least, it should give an entirely "new twist" to an idea developed in a previous year. Ideas that captured awards in years past tend to become old hat; while such ideas may still be good, the awards must go to those who develop fresh ideas for teaching economics.

7. *Photographs or samples should be included in lieu of student work, bulletin board arrangements, table displays, murals, and other items that cannot be shipped.* It is not necessary to submit large or bulky material if a photograph will suffice. Neither is it necessary to send in everything the students have done. A few examples—one or two typical term papers, for instance—will do.

8. *The procedure for the project should be explained in terms of the three basic constituents of every good teaching unit.* The first helps to get the pupils interested in the unit, project, or lesson; the second develops the ideas, concepts, skills, and attitudes that are the goals of the activity; the third brings the activity to a close by summarizing and applying what was taught. Plays, assembly programs, displays, field trips, the making of filmstrips, simulations, and many other devices can be used to help conclude a unit.

9. *Evaluation techniques should always be submitted.* These generally include tests of various types (e.g., short-answer, essay, performance) but can also include less formal methods, such as self-evaluations by individuals, groups, or the class; written or oral evaluations by outsiders; and observations of pupil behavior. The testing instruments along with the results should be submitted with the entries.

10. Finally, *entrants should pay attention to the requirements set forth in the Awards Program Application Form, arrange the material in*

an orderly fashion, and help the judges by presenting their entries as neatly as possible.

An educator whose submission has the 10 characteristics listed above will have a good chance of winning. It should be noted, however, that the competition is keen, and that each year it becomes more difficult to win than the year before. Prospective entrants would be well advised to seek outside comments and criticisms before submitting their projects. In particular, a teacher with little formal training in economics should consult an economist about the accuracy and appropriateness of the economics used. Many projects represent an enormous expenditure of time and effort and contain superb ideas and materials for teaching, but nevertheless fail to capture an award because they contain little or no economics or because the economic content is inaccurate.

It might be well for a contestant to review the suggestions below prior to preparing an application. Almost any logical and descriptive outline will serve as a guide for writing the narrative section of the project. The important thing is to work from an outline.

1. *Abstract.* Prepare a summary of the project in skeletal form. The abstract provides the judges with a general idea of what was presented and accomplished in the classroom before they study the details of each unit, lesson, or activity in the project.

2. *Introduction.* Introduce the judges to what is to follow and thereby set the stage, so to speak, for the project description. The introduction should be brief and should also describe the general purpose of the project.

3. *Background information.* Give the reviewers an understanding of the following points: purpose and philosophy of the curriculum for which the project was developed; location and physical facilities of the school in which the entrant teaches; background and capability of the students; brief history of the project, and other information that may help the judges determine the teachability of the project.

4. *Overall goals and specific objectives.* Whereas the overall goals of the project can be given in a generalized narrative form, the instructional objectives should be very specific and are usually presented as a list. The overall goals may be thought of as long-range results that depend on the achievement of the specific objectives.

5. *Program description.* Reviewers will want to learn from this section what is to be done, how it is to be done, and who will do it. The procedures should be explained fully and in great detail. It can be a serious mistake to assume that the judges will comprehend the details of what, to the applicant, is a well-understood economic

concept or instructional technique. The teacher should assume the judges know nothing whatsoever about what is being presented in the project. The sequential steps of the procedure should be logically arranged and lengthy digressions avoided—no matter how interesting such digressions may be to the writer. Conciseness leads to clarity.

6. *Program evaluation.* The reviewers will be helped by objective evidence of what was accomplished in the project. Some systematic objective evidence of the extent to which the instructional aims were achieved must therefore be provided, and it must be described in the narrative. For this reason, the application should include a section on how student achievement was evaluated.

I hope that this summary of what constitutes a good project entry will be useful to educators. I deeply appreciate the work of those teachers (nonwinners as well as winners) who are contributing to the greater understanding of economics in our society. I also hope that increasing numbers of teachers will enter the Awards Program in the future, thereby sharing their knowledge and experience with others as well as possibly receiving a financial reward.

I acknowledge with sincere thanks the cooperation of the teachers whose ideas appear in this volume. They have been most gracious in permitting me to use their material as well as being patient and understanding in agreeing to editorial revisions.

Andrew T. Nappi
Illinois State University

How to Access the Awards Collection

Complete, unedited, written texts of the first- through fourth-place award-winning projects are available through Interlibrary Loan. Borrow them free of charge through your library. School, college/university, and public libraries provide this service. Request by author(s), title, year of publication, and call number found on pages 153ff. The award-winning projects are housed at Milner Library, Illinois State University, Normal, IL. OCLC symbol IAI. Projects may be requested only through Interlibrary Loan.

Chapter One

PRIMARY LEVEL: GRADES K–3[†]

PEANUT ECONOMICS

An Economics Unit for Combined Grades

Janice Lancaster and Dena L. Meade
Camp Taylor Elementary School, Louisville, Kentucky

INTRODUCTION

Implementation of KERA's (Kentucky Education Reform Act) primary program brought together one kindergarten and one second-grade class and a whole lot of fun. We used several teaching techniques encouraged by KERA, such as cooperative learning, journal writing, and integrating the curriculum through thematic teaching.

Our *Peanut Economics* unit had two goals. The first was to take an unfamiliar topic and place it at the primary level so that our students could master these difficult concepts. The second was to instill in our students the ability to make wise decisions. Good decision-making skills are important for one to acquire at an early age. Students are faced every day with choices they should make. Knowing how to make the right choice will not only be helpful to them now but will also continue to benefit them as they mature into responsible and productive adults.

In our unit, little peanuts learned a lot from a little peanut. So did a couple of big peanuts. For instance, did you know that March is National Peanut Month? Neither did we until we started digging up facts about the topic of our Economics unit. Using peanuts seemed like a natural and resourceful way to teach economic concepts to primary age children. Our "little peanuts" thought this was a flavorful idea too. In "shelling out" a large amount of economic concepts, using peanuts made these unfamiliar ideas "stick."

Through viewing the video series "Econ & Me," students developed a basis for understanding economic concepts. The Incredible Econ and his friends taught five economic lessons about scarcity, opportunity cost, consumption, production, and interdependence. Also introduced in the lessons were goods and services, limited resources, capital, human and natural resources, specialization, and most important, decision making.

[†] The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscripts.

Our students were soon motivated to learn about Economics when they were introduced to Pete and Penny Peanut, two sock puppets made in the likeness of peanuts. Pete and Penny are brother and sister who live on a farm. They decided to pursue a career speaking to young children about the resourcefulness of peanuts. Through the visits the children remained wide-eyed and eager to learn more about Economics.

The students were encouraged to keep an Economics journal. Following each lesson, students wrote or drew in the journals to demonstrate an understanding of the economic concepts taught that day. "My Peanut Economics Journal" was helpful in evaluating children's progress.

BACKGROUND

Camp Taylor is one of the largest elementary schools in Jefferson County, Kentucky. The student population is over 700. The school is in a middle to low income neighborhood. It draws some students from the inner city. The students come from a diverse background economically and socially. The majority of the students come from lower income families.

The Kindergarten class consisted of 24 students who attended school for a half-day. The second-grade class consisted of 23 students. The students were combined for small and large group activities.

OBJECTIVES AND CONCEPTS

1. The student will have an understanding of economic principles.
2. The student will make better choices.
3. The student will recognize the importance of peanuts as natural resources.
4. The student will understand production through active participation.
5. The student will develop an enthusiasm about Economics through cooperative learning.

Scarcity—when there is not enough of something you want or need.

Opportunity Cost—the single best thing you give up when making a choice.

Producer—a person who makes a good or provides a service.

Human Resources—a person's ability to work and apply his skills and energy.

Capital Resources—tools, buildings, or equipment used to produce goods and services.

Natural Resources—the many things nature provides to satisfy our wants.

Consumer—a person who uses a good or service.

Good—a tangible object.

Service—something people do for other people.

Income—the money you earn.

Interdependence—when individuals rely upon each other to obtain goods and services they do not provide for themselves.

Specialization—when a person produces a specific good or service.

SAMPLE LESSONS

Lesson One: INTRODUCTION—MEET PETE AND PENNY PEANUT

Objective: Students will be motivated to learn economic concepts.

Materials:

1. Pete and Penny Peanut puppets
2. Pretests
3. "My Peanut Economics Journal"
4. Pete and Penny coloring worksheets

Procedure: Administer the pretest. Assemble students in a comfortable seating arrangement to view the introduction of Pete and Penny Peanut. Wearing the sock puppets, the teacher speaks through the puppets. The puppets introduce themselves to the students giving brief background of who (Pete and Penny Peanut), what (peanuts—a natural resource), and where they come from (a farm). Pete and Penny explain that they were grown on a farm by a farmer, a producer, for the purpose of consumption by people. Some of these consumers will use Pete and Penny's cousins to produce goods for consumers. Pete and Penny tell how human, capital, and natural resources are used from the planting process to the purchasing of peanut products. They also tell how the use of services is involved in these processes, i.e., the truck driver transporting peanuts from the farm to factories producing the products. Following the puppets' dialogue, students are given an opportunity to ask questions. At the end of the introductory discussion, students color and cut out patterns of Pete and Penny. The patterns are then used for a bulletin board display.

Evaluation: Students write or draw impressions of Pete and Penny in their journals.

Lesson Outcome: The first day went exceptionally well. Pete and Penny were successful in stimulating excitement and interest in Economics. There was a twofold reason for the high interest level. First of all, primary children enjoy puppetry and interacting with puppets. Second, they are familiar with farming, peanuts, and peanut products. The results of the pretest made it evident that there was a need for economic concepts to be taught to primary age children.

Lesson Three: OPPORTUNITY COST

Objective: Students will understand the concept of opportunity cost.

Materials:

1. "Econ & Me" Video Lesson 2
2. Three containers of peanut candy
3. Large "Decision Tree" poster
4. Individual "Decision Trees" for each group
5. Problem Activity Cards for each group
6. Pete and Penny Peanut puppets
7. "My Peanut Economics Journal"

Procedures: Students view the second lesson of "Econ & Me." Pete and Penny return to discuss the concept of opportunity cost as it relates to the events in the video. Pete and Penny turn the discussion to the students by asking for examples of opportunity cost in their lives. Next the students are asked to choose two pieces of candy from the three containers. Students are told to hold the candies tightly in each hand and not to open their hands and look. After the children have chosen their candy, the teacher tells the students to decide which candy they want the most. The teacher walks around with a bowl and asks the children to give back one of their pieces of candy. Students are told that the candy they have to give back is their opportunity cost. Students are then allowed to eat their candy. The teacher displays a large laminated Decision Tree adapted from "Econ & Me" and tells the students that they have an economic problem. She explains that there is money to buy only one piece of playground equipment, either a swing set or a slide. She guides students in making the decision, using the Decision Tree and writes their responses on the tree.

Evaluation: Divide the students into small cooperative groups. Give each student a copy of the Decision Tree worksheet from "Econ & Me." Give each group a copy of one of the three problems. Ask each group to use the Decision Tree to make the best decision. Each group reports their decision and the steps they used to make their choices. Have each student write or draw in their journal about a decision they have today or yesterday. What did they choose? What was their opportunity cost?

Lesson Outcome: Again the students were excited about the arrival of Pete and Penny after the "Econ & Me" video. Many hands went up when students were given the chance to tell about their encounters with opportunity cost. Going through the breakfast line that morning at school and making a choice was a biggie. It was amazing to watch the reaction of the children as they participated in the candy activity. Some wanted all three kinds of candy, some were reluctant to give up one of the two choices, and others didn't like any of the choices we offered. The concept of opportunity cost was made relevant through this activity.

The large group Decision Tree activity was necessary for the students to understand the process in making choices. Use of the Decision Tree also made their small groups function more effectively. We noticed how specialization and interdependence was at work as we circulated throughout the groups. One child would read, one would record, and others offered ideas. through all of these activities our objectives continued to be met.

Lesson Five: PRODUCTION

Objective: Students will understand that human, natural, and capital resources are used in production.

Materials:

1. "Econ & Me" Video Lesson 4
2. Pete and Penny Peanut puppets
3. Movie—"Peanuts—And the Peanut Butter Plant"
4. raw peanuts
5. paper towels
6. aluminum pans
7. water
8. plastic wrap
9. "My Peanut Economics Journal"

Procedures: Students view the fourth lesson in "Econ & Me." Pete and Penny discuss production, producers, human, capital, and natural resources as they were introduced in the video. Pete and Penny explain the steps of production through the life of a peanut from the time it is planted until it becomes part of a peanut product. Pete and Penny include in the discussion the necessity of human, capital, and natural resources in the process of production. They also tell that people involved in the peanut's journey to becoming a product are called producers.

Following the discussion, the students watch the movie "Peanuts—And the Peanut Butter Plant." After viewing the movie, the students are asked to orally answer the following questions in a whole group setting:

1. What is being produced?
2. Name the natural resources involved.
3. Name the capital resources used.
4. Name the human resources used.
5. List the steps in the correct order involved for making peanut butter.

Children are then involved in the production process of planting a peanut. First, each student is given a raw peanut and asked to shell it. The peanuts are then placed in an aluminum pan lined with paper towels. The peanuts and paper towels are saturated with water and covered with plastic wrap so that the pan is airtight. Students are told that in a few days they should see signs of sprouting.

Evaluation: The "Econ & Me" video continued to be interesting for the students. It had become quite evident that Pete and Penny were extremely useful in making the economic concepts come alive for the children.

The movie "Peanuts—And the Peanut Butter Plant" held the children's interest. It was obvious that they had never given any consideration to all the procedures involved in making peanut butter. One of the students said, "That sure is a lot of work to make peanut butter." The children liked being an active participant in the beginning process of producing a peanut plant.

The whole realm of Economics was coming together as the students learned and had an opportunity to apply the concepts.

Culminating Activity: PETE AND PENNY'S PERFECT PEANUT BUTTER COOKIE COMPANY

Objective: Students will apply their understanding of the basic economic concepts taught in this unit.

Materials:

1. unshelled roasted peanuts
2. peanut oil
3. blender
4. recipe for Pete and Penny's Perfect Peanut Butter Cookies
5. mixing bowls, measuring cups, measuring spoons, beater, cookie sheets, sifter
6. 2" × 24" strips of white paper to make headbands, one for each child
7. 4" × 6" pieces of construction paper for each child

Procedure: Prior to the lesson, the teacher writes the name of the jobs needed to make the peanut butter cookies on the 4" × 6" pieces of construction paper. There should be a job for each child, for example, shellers, crushers, mixers, measurers, dough shapers, etc. The pieces of paper with job titles are attached to the 2" × 24" strips of white paper for headbands. The teacher assembles the children and tells them that today they are going to use all of the things they have learned about Economics and form a company that produces cookies. The name of the company will be Pete and Penny's Perfect Peanut Butter Cookie Company. Jobs required for making the cookies are explained to the children. Each child chooses his or her special job to perform and the teacher tapes the headband with the corresponding job title around the child's head. After all jobs have been chosen, the students begin their tasks for making the cookies. Areas around the room are designated for different jobs to be performed. Teacher and parent volunteers assist the students.

One group is involved with the process of making the peanut butter.

1. Shellers—remove the peanuts from the shell.
2. Crushers—break the peanuts into small pieces.
3. Couriers—transport the shelled and crushed peanuts to the blender.

Teacher or parent volunteer operates the blender.

Another group is involved with the measuring and sifting of the dry ingredients for the cookies.

1. Flour measurers—measures the flour into the sifter.
2. Baking soda measurer—measures the baking soda into the sifter.
3. Baking powder measurer—measures the baking powder into the sifter.
4. Sifter—turns the sifter and sifts into large bowl.

Another group is involved with the measuring and mixing of the margarine and sugar.

1. Margarine masher—unwraps margarine and places in a bowl and softens with a wooden spoon.
2. White sugar measurer—measures the granulated sugar.
3. Brown sugar measurer—measures the brown sugar.
4. Mixer—mixes the sugars and margarine together.

Other jobs are performed by the students as they become needed in the process of making the cookies.

1. Peanut butter measurer—measures and adds the peanut butter to the margarine/sugar mixture.
2. Mixers—stir and mix the sugar, margarine, peanut butter mixture.
3. Blenders—add the flour mixture to the sugar mixture and blend all together.

4. Dough shapers—shape the dough into one-inch balls and place on the cookie sheets.
5. Crisscrossers—use forks to flatten cookies with a crisscross design on them.
6. Cookie sheet couriers—transport cookies to the kitchen in the school cafeteria.

Note: It needs to be prearranged with the cafeteria personnel to use their oven and have someone on their staff watch the cookies and take them out when they're done.

7. Clean-up crew—washes equipment, cleans off tables and helps put ingredients away.
8. Servers—serve the cookies to the children.

Evaluation: After all of the jobs have been completed, reassemble the students in their listening area. The teacher brings out Pete and Penny Peanut to discuss the process they experienced in producing the cookies. Pete and Penny ask the students questions about the cookie baking company. Through the discussion with Pete and Penny, students demonstrate an understanding of the economic concepts used in this activity and taught in this unit. Students are asked questions that lead them to verbalize that interdependence and specialization were involved because everyone had a special job and the company depended on everyone doing their job to make the cookies.

Further discussion elicits that everyone was a producer because everyone was involved with the making of the cookies. Pete and Penny ask the students to name the natural, capital, and human resources used in making the cookies and to tell some of the goods and services involved in the process.

Lesson Outcome: Our cookie making company was a big success! The students were enthusiastic about becoming workers for Pete and Penny's Perfect Peanut Butter Cookie Company. They immediately became involved with doing their jobs. We were impressed with how our "little peanuts" were able to stay on task and complete the production process of making the cookies. It was evident that the students were proud of their work as they gobbled up their finished product. We were proud too!

CONCLUSION

Peanut Economics was a success! The five objectives we set out to teach were mastered. Using peanuts to teach economic concepts proved to be an ideal way for our "little peanuts" to learn. The students not only learned a lot about decision making and the importance of making good choices, but they also learned a lot about peanuts. The students enjoyed Pete and Penny

Peanut. We feel the puppets played a big part in keeping the students' interest alive.

We enjoyed using a thematic approach to teaching economics. The students continued to master basic skills while learning a new content area. The two classes coming together to make a multiage classroom situation worked well. When we placed them in cooperative learning groups, the students stayed on task and benefited from each other. The students enjoyed writing in their journals at the completion of each lesson. They did a good job putting on paper what they had learned during the lesson. Combining the two classes was new and fun for the children. We enjoyed working together because two heads *are* better than one.

The culminating activity worked well for several reasons. First, the students were used to working together. Second, they knew how to apply the concepts they had learned. Finally, the students enjoyed a learning activity where they were up, moving, and had their hands on something. Our objective of production through active participation was definitely met.

Another reason we knew the unit was a success was the posttest results. Both classes made a big improvement over the pretest. This is evident when one looks at the increase in percentages for each question. The pre/posttest was a good evaluation tool.

Teaching *Peanut Economics* took a lot of hard work. It was well worth the time and effort. We will use *Peanut Economics* again. With the Kentucky Education Reform Act (KERA) moving into full swing next year, this unit will be easy to implement.

CONSUMER EDUCATION CIRCUS

A Unit in Economics for Kindergarten

Pearl Eloshway and Linda McGeehan
Southern Oak Elementary School, Largo, Florida

OVERVIEW

Nothing excites children quite like a circus, so we used the excitement of this theme to integrate experiential learning of economic concepts into the total curriculum. We involved language arts, math, music, and art projects in our social studies/economics units, "Consumer Education Circus." We did "hands-on" lessons, teaching these economic concepts: consumer, goods and services, advertisement, scarcity, choice, needs and wants, exchange and money. We culminated our economics study with a spectacular performance circus, under the big top.

The children learned that a circus is a business that works to earn a profit. Its workers must apply for and practice their job specialization. The children selected specialized jobs as acrobats, lions, lion-tamers, strongmen, tightrope walkers, elephants, or clowns. Active involvement with economic concepts continued when the children, grasping three tickets, go to our four circus booths. Facing the possibility of buying **c**otton **c**andy, **C**oke, **c**aramel **c**orn, or having their face painted like a **c**lown, all "brought to us by the letter C," they learned that when they made choices, they gave something up.

CLASS DESCRIPTION

Two Kindergarten classes, a total of 46 lively children, jointly participated in the "Consumer Education Circus." The classes of five- and six-year-old energetic children were mostly of average ability. However, four children attended speech classes for language development or articulation therapy. Six attended the Chapter I program for daily tutoring. Two lived at the Operation PAR Drug Rehabilitation Center. Many of our students were from a low socioeconomic background (50% qualified for free or reduced lunch).

RATIONALE

Concern:	Kindergartners need to be introduced to economic concepts. They need to learn the vocabulary and have experiences that will help them understand many decisions that play a part in their lives.
Problems:	1. Kindergartners have a 40-60% "forgetting rate." 2. Kindergartners, because of age and maturity, are at the pre-operational stage of learning. (They need to experience something to really learn it.)
Solution:	Teach economic education concepts through running a circus business.
Outcome:	1. Economic concepts introduced through actual participation activities. 2. Economic unit easily copied or adapted by other teachers. 3. Introduction to economic education remembered as an exciting, "fun," learning experience.

GOALS

Our "Consumer Education Circus" was designed to accomplish several major goals. These goals are as follows:

1. To make Economic Education an exciting "hands-on" learning experience for our students.
2. To use basic economic terminology with our students and help them become familiar with economics vocabulary.
3. To provide the students with an opportunity to work together in a business.
4. To integrate consumer education, language arts, math, music, art, and social studies in a theme approach to learning.
5. To set up real-life situations of scarcity, choice, and exchange.
6. To help the students strengthen their self-concepts and experience the success that can be accomplished by group effort.
7. To provide our class the opportunity to earn money and then make the decision of what to buy for the classroom with the money.

OBJECTIVES

1. The students will learn through experience that the circus is a business that provides entertainment.
2. The students will select which specialized job they will do for the circus after learning the concept that circus performers train and continue to practice for their job specialization.
3. The students will define consumer.
4. The students will distinguish between goods and services.
5. The students will recognize the purpose of advertising.
6. The students will create a variety of advertisements.
7. The students will make choices from alternatives.
8. The students will identify what is given up in a choice situation.
9. The students will distinguish between needs and wants in given situations.
10. The students will identify a scarcity situation.
11. The students will describe exchanges made to obtain goods and services.
12. The students will correctly identify coins.
13. The students will explain the use of money in an exchange.

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CONCEPTS

1. Business—A group of people that produces goods or performs services with the intention of making money.
   The circus is our business.

2. Job Specialization—Dividing up work among people so that each one does one job or task concentrating on a job that one does well.
   We had many specialized jobs. One example would be acrobats. Children who were good at tumbling were selected for this job.

3. Consumer—A person who buys and/or uses goods and services.
   In the performance part of our circus, the audience will be the consumers. In the circus booth area, the students will be the consumers, consuming cotton candy, Coke, etc.

4. Goods—Things that are made or grown by people.
   The goods we used were cotton candy, Coke, caramel corn, and cookies.

5. Services—Work that people do that other people want or need.
   The students provided the service of entertainment. The parents provided the service of painting children's faces as clowns.

6. Advertisement—Any method used to sell goods or services.
   We used intercom announcements, posters around the school, fliers sent to parents and invited guests, and giant signs at each booth.

7. Choice—Deciding between two or more alternatives.
   The students had to make a job choice and choices from alternatives of what to buy at the circus (cotton candy, Coke, caramel corn, or the clown face painting service).

8. Needs—The basic necessities of life—food, clothing, and shelter.
   The circus does not provide for needs.

9. Wants—Wants are unlimited; they include basic needs, goods, and services.
   Our audience wanted to be entertained. Our children wanted cotton candy, Coke, caramel corn, or the clown face painting service.

10. Scarcity—Not enough of something.
    We arranged to have a scarcity of caramel corn at that circus booth.

11. Exchange—Trading a good or service for another good or service or money.
    Out children exchanged tickets to get goods and services at the circus.

12. Money—Any coins or currency.
    The audience exchanged money for circus tickets in order to see our performance.

PROJECT DESCRIPTION

Using the theme of a circus to create excitement, we integrated active learning of economic concepts with other subjects. We taught language arts lessons, focusing on the letter and sounds of C and math lessons working with money and graphs. We sang circus songs and created colorful animal and clown art.

First, we did "hands-on" lessons teaching basic economic concepts: consumer, goods and services, advertisement, scarcity, choice, needs and wants, exchange and money. Then the children applied for and practiced specialized jobs such as acrobats, lions, lion-tamers, strongmen, tightrope walkers, elephants, or clowns. The children learned that a circus is a business that works to earn a profit. Finally, we culminated our consumer economic study with a performance circus, under the big top tent. Following their performance, the children received payment for their job—three tickets redeemable at our circus booths. Then we went to the consumer booths set up with the goods cotton candy, Coke, caramel corn, or a clown face painting service. Facing four booths with three tickets, the children experienced scarcity and learned that when they made a choice, they gave up something.

We kept parents involved throughout our unit. Through newsletters we let them know about the economic concepts we were learning. Parents helped their children fill out job applications. They were invited to be a part of our paying audience for the circus. Working as our circus crew, some parents even operated our consumer booths. In addition, we videotaped the show for parents who couldn't attend.

The project was designed to introduce five- and six-year-olds to Economic Education in such an active and enjoyable way that when they go on to first grade and their teacher says, "It's time for Economic Education," they'll probably cheer!

EVALUATION

Because most kindergartners are at a pre-reading level, the paper and pencil test method of evaluation was not always appropriate. Progress was best measured through a variety of evaluation methods. We especially valued the time spent surveying the children—letting them talk about what they learned—building their self-esteem by listening to them. Letting parents evaluate our project gave them an opportunity to have a voice about their child's education and built our self-esteem. It was so heartening to have parent involvement and read comment after comment by parents expressing how much their children enjoyed learning through our Consumer Education Circus.

The following list provides a more specific summary of the evaluation of this unit:

1. Actual circus **production** business with student-selected job specialization.
2. **Pre- and posttest** having children give a definition of the economic term consumer.

3. Teacher-made **pre- and posttests** (using pictures) to distinguish between goods and services and needs and wants.
4. **Student survey** of the purpose of advertisement and their opinions about the project.
5. Actual **advertisements** that were created by the students (signs, posters, fliers, intercom announcements).
6. **Teacher observation** of students as they made their three choices from four alternatives at the Consumer Education Circus booths.
7. **Survey of children** to see if they could identify what they gave up from their choices at the booths and which booth had a scarcity problem.
8. **Parent survey** of children's descriptions of exchanges and the use of money in an exchange. Parent evaluation of the overall value of the Consumer Education Circus.
9. **Oral quiz** on identification of coins.
10. **Letters of evaluation** from parents, administrator, business guest, and fifth grade student audience.

CONCLUSIONS

What did the children learn?

All learned
- that they are consumers.
- that they can make choices.
- that they can do a job!
- that they can run a business!
- that they can earn money and exchange it for something they want.

Many learned
- what a scarcity is.
- the difference between goods and services.
- the difference between needs and wants.

Some learned
- that they liked creating advertisements.
- that work that you like is fun.
- something new about themselves.

What did the teachers learn?
- more about our children.
- how cooperative our children's parents were.
- aspects of circus safety.
- more about incorporating Economics into our theme units.

What would we do differently?
- We would have the circus in a larger area because more classes wanted to attend.

What unexpected goals did we achieve?

Tremendous parent involvement!

- The majority of our families participated in creating advertisements at home, helping their children fill out job applications, dressing and practicing routines with their children for their job specialty.
- 96% returned parent surveys
- So many parents and grandparents attended our Consumer Education Circus and helped as our "circus crew," that the *Tampa Tribune* ran a front-page picture in their newspaper showing a parent and child involved in our circus. The photographer sent from the *Tampa Tribune* said he was really impressed with the parent involvement.
AND SO WERE WE!

CRITTER CARDS

An Economics Unit for the First Grade

Joyce G. Beattie, Sue Hatton, and Pamela Clark
Fairmount Park Elementary, St. Petersburg, Florida

PROJECT DESCRIPTION

The "Critter Cards" project evolved from our students' interest and desire to help the endangered animals of our state. Utilizing their interest in the subject, we developed a project that would: facilitate the teaching of economics, relate the problems of endangered animals to economics, and build students' pride in being a contributing member of society.

The project provided students with the hands-on experience of designing, producing, and marketing a product to generate income. The students drew pictures of endangered animals and from this collection, six were chosen to be the prints on the cards.

We integrated the economic unit into the students' total daily curriculum. They designed and learned to print during art classes with the art teacher. Whole language activities were incorporated into the unit as students wrote about economic concepts, developed slogans and marketing jingles for the advertising campaign. Students practiced counting money and making simple change during math periods. During science periods, students learned about endangered animals, their habitats, and general concerns for their environment.

The project furnished the students with many opportunities to be active learners, as they applied, used, and experienced economics in a real-world setting.

CLASS DESCRIPTION

The group of children participating in this project consisted of 44 six- and seven-year-old first-grade students in two classes. Ability levels of the children ranged from learning disabled to gifted. Nine of our students attended speech classes: five, for articulation problems and four, for language development. Three students attended specific learning disabilities class for an hour and a half daily. Five of our students are in the Early Success Program, a literacy acceleration program for students falling below the 20th percentile on ECIA Chapter I tests given in kindergarten. Nine of our students received extra remediation from the ECIA Chapter I Program. Five children were being tested for the gifted program (ELP). The majority of our students were from low income, single parent homes, and received free or reduced priced breakfast and lunch. Several of our children attended the before and after school Latchkey Program.

GOALS AND OBJECTIVES

Project Goals

1. Students will acquire an understanding of several economic principles and how they relate to their lives.
2. Students will develop an awareness of the relationship between endangered animals and economic concerns.

Economic Objectives

1. The student will define and give examples of needs and wants.
2. The student will demonstrate what is meant by choice.
3. The student will define and identify opportunity cost.
4. The student will define and identify examples of goods.
5. The student will define and give examples of services.
6. The student will distinguish between producers of goods and performers of services.
7. The student will identify ways in which people earn income.
8. The student will demonstrate that money is used to buy goods and services.
9. The student will define consumer.
10. The student will recognize that everyone is a consumer.
11. The student will define and give examples of advertising.
12. The student will construct advertisements for a product.

ECONOMIC UNIT TIME LINE

Week One	Needs and wants introduced with a story followed by questions and activity. Choice developed in art project with opportunity cost activities following.
Week Two	Goods, services, and producers introduced through visual demonstration, discussion, and role-playing.
Week Three	Income and money introduced through discussion on parents' occupations. Purpose of income and money and students' career aspirations discussed.
Week Four	Consumer, producer, and production introduced. Filmstrip viewed and discussed. Students' role as a producer of "Critter Cards" is defined. Production phases are outlined.
Week Five	Advertising and marketing techniques are defined and explored. Advertising campaign is developed for "Critter Cards."
Week Six	Production continues and all economic concepts are reviewed.

SAMPLE LESSONS

MONEY

Objective: The student will demonstrate that money is used to buy goods and services.

Procedure:

1. Review the previous lesson in which each student drew a picture explaining how the student would like to earn income as an adult. Explain to the class that they will participate in a pay demonstration of earning and spending money. Discuss ways the money could be spent. If no one suggests that the money first be spent for basic needs, lead children to that understanding.
2. Each student will receive a base pay of $100. After receiving a paycheck, the student will cash it at the bank. The student will then pay the fixed bills, established earlier, for: shelter—$40, food—$20, and clothing—$10. After the bills are paid, the student may then choose to use the remaining money however he/she likes. Have each student draw a picture showing how he/she would use this money.

Teacher Questions:

1. When you are older, what can you do to get money?
2. How do people get income?

3. Why do families need money? What do they do with the money they earn?
4. Can you spend all your money however you would like? Why or why not?
5. Why do people save money? Where do they put the money they save? Why do people keep money in a bank?

Practice: Each student will complete the worksheet, "Money, Money Everywhere."

CONSUMER

Objective: The student will recognize that everyone is a consumer.

Procedure:

1. Have a bag filled with samples of goods and pictures of services. The students will take turns drawing one item from the bag. The student will then tell who would consume the item, baby, child, teenager, or adult. Record the item and who consumed it on a chart. Lead students to generalize that everyone is a consumer throughout life.
2. View the film "Beginning Responsibility: Taking Care of Your Own Things." Discuss the idea that by taking care of things, they will last longer. Money spent for replacement or repair can then be used for other things.

Teacher Questions:

1. Who will use this? (Baby, child, teenager, or adult)
2. How is it used?
3. Which of these items can be used by people of many different ages?
4. Are you a consumer? Why? What is a consumer?
5. What things are used up quickly? Slowly?
6. What can you do to make your things last longer?

Practice: Students will complete the worksheet, "Who Is the Consumer?" by identifying who will consume different items.

Extension: Students will draw pictures of items they consume and identify themselves as consumers.

ADVERTISING

Objective: Students will define advertising.

Procedure:

1. Show students examples of newspaper and magazine ads. Have class brainstorm to identify components of an ad. List responses on a chart.

2. Through guided questioning, lead students to identify other types of advertising media.
3. Discuss the effects advertising has on the consumer and the responsibility of the consumer to make wise choices.

Teacher Questions:

1. What is advertisement?
2. Why do businesses advertise?
3. What does an advertisement tell you about the product?
4. Are advertisements always truthful?
5. Name other ways to advertise besides the newspaper and magazines.

Practice: Students will collect samples of advertisements from magazines and newspapers.

CULMINATING ACTIVITY

Since February, our students had been advertising and selling Critter Cards. They prepared ads to read and jingles to sing over the intercom at school. The halls were decorated with "Critter Card" advertisements. The students continued to produce and sell cards until May 14. Their super culminating sale took place on the evening of May 14, at our school's Curriculum Fair. At that time, we had a bulletin board display of students' work and photographs explaining the project. Students were available to discuss the project and answer questions.

Following this event, our students tackled the problem of what to buy with the profits. They had already decided to donate a portion of the profits to a wildlife preservation fund. The remainder of the profits were used to buy classroom materials of their choice.

EVALUATION

We used a variety of techniques to evaluate student learning throughout the six-week economic unit. A teacher-made pretest was given to assess student's prior knowledge before introducing the unit. This test was displayed on an overhead transparency and read to the students. Our district's post-tests were given when appropriate. Learning was also evaluated by teacher observation of students manipulating center activities and games, and by students' responses to questions during class discussion. Understanding of conceptual knowledge was evidenced by students' illustrations of specific terms. We also involved our parents in the evaluation process. Questionnaires were sent home with students, and parents were asked to test their child's understanding of certain concepts.

Value for the Children

The project, "Critter Cards," gave our students many opportunities to become involved learners applying economics in a real-world setting of business. As they gained conceptual knowledge, we began to hear economic terms used during and outside of formal lessons. Brian R informed us, "Our wants come from our needs." When I made the statement, "I really need my camera," in reference to a picture I thought would look nice in our book, Devon asked, "Do you really need that camera, Mrs. X or do you just want it?"

Our children learned the value of cooperation as they worked in small groups. Everyone participated and contributed regardless of ability. This spirit of cooperation carried over into other classroom activities.

Interest generated by staff members, parents, and the children's peers created a sense of pride and fostered feelings of self-worth. Tony was overheard proudly telling a visitor, "We made these cards all by ourselves." Aaron, while in the office to turn in money from the morning sale, told the principal, "I'm in charge of the money. I count it and bring it to the office. We made $6.00."

Our students were eager and proud to inform their peers about endangered animals. Jeremiah expressed it best, "Now everyone at school will know about these animals because of our cards and that makes me feel good."

To sum it up, the excitement generated by our unit made learning pleasurable and relevant, and school an enjoyable place for children.

Value for the Teachers

We know our students learn best when actively involved in the learning process and can see its value in relation to their own daily lives. As we worked together developing and completing this project, these basic tenets of education were reinforced many times.

As implementors of the project, we had the opportunity to practice cooperative grouping among ourselves: each sharing many roles to achieve a common goal. And we derived the same benefits as the children: motivation, new ideas, and a sense of self-worth. It became a challenge for us to initiate and provide experiences for our students to become actively involved learners in a real-world setting. We sought and discovered many ways to integrate the economic curriculum with the other academic disciplines in first grade.

Stimulated by the excitement of our students, our own sense of accomplishment, and the positive support from peers and parents, we are already developing ideas and plans for future projects.

Value for the Families

As our students became excited about our project, their enthusiasm was carried home. Parents showed more interest in what their children were doing at school. During a parent conference, Mrs. Morgan asked about the project. It seemed that was all her daughter, Nicole, talked about at home. We believe parents will come to recognize in their children an increased awareness of their role as a consumer as a result of this project.

Parents took pride in their children's accomplishments as evidenced by comments on the parent evaluation form:

Mrs. Marshall: "He told me a lot about it and seemed to be excited about it."

Mrs. Weaver: "I'm very glad you are doing this. I think it's a great idea."

Mrs. Call: "Brittany shocked me by answering these difficult words."

Mrs. Kreisle: "Megan is excited about the project and I think the chosen cause is wonderful. Increasing their awareness of endangered species was a terrific idea."

HARRISONBURG MONEYOPOLY

An Economics Unit for the Third Grade

Barbara Borntrager
Ottobine Elementary School, Dayton, Virginia

INTRODUCTION

The unit revolved around an in-class game called "Harrisonburg Moneyopoly." Students learned about local businesses and coin recognition. Students "shopped" at various area businesses, counted change, bartered with each other, learned to write checks, discussed entrepreneuring, set up a bookmark business, learned and presented a rap on economics, did job interviewing with their parents, and made career choices.

The businesses chosen for this game were familiar to the children. Roses and K-Mart were selected because they are large discount stores that all people in our community frequent. Several places were chosen because children's parents work at these businesses—Rocco Turkey Plant and Marshalls. Several fast food stores were chosen because they are places near our town where children eat. Chevron, First Virginia Bank, and Backstage Video are businesses right here in our community that children pass on their way to school, their parents frequent, and I knew children would recognize. This economics unit was taught daily over a three-week period, usually during math time. A number of economic concepts were also integrated into the language arts and social studies curriculum.

CLASS

This unit was taught to a class of 15 third-graders at Ottobine Elementary School in Rockingham County, Virginia. Ottobine School has a population of 240 students and is located in a rural setting. The classes are heterogeneously grouped. The children come from a variety of socioeconomic backgrounds.

OBJECTIVES

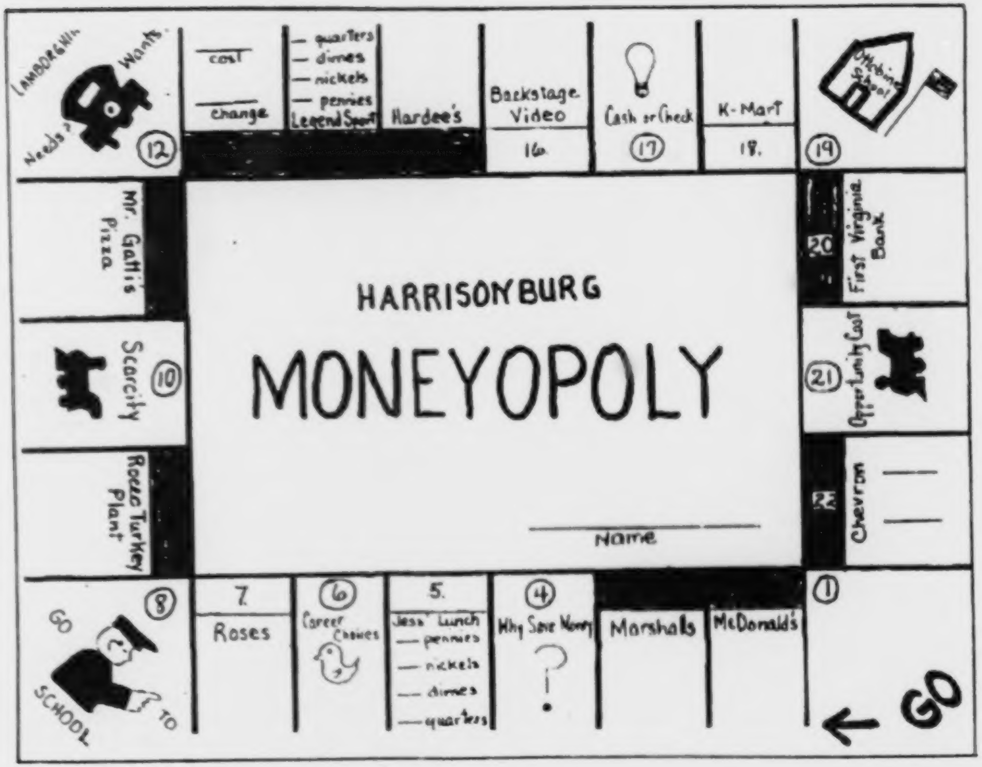
The students will:

1. Understand that making choices is a part of life.
2. Be able to distinguish between needs and wants. Understand that there are valuable things that money cannot buy.
3. Understand scarcity and opportunity cost.
4. Understand that resources are needed to produce goods and services.
5. Participate in a trading activity to acquire the resources they will need to produce a product.
6. Learn about a variety of careers and discuss the advantages and disadvantages of different careers.
7. Learn how to write deposits and checks.
8. Recognize coin denominations.
9. Be given practice in counting money and making change.
10. Understand and experiment with bartering.
11. Understand the three S's of budgeting money (Save, Spend, Share).
12. Understand the decision-making process and the opportunity cost involved with decision making.
13. Illustrate the production of a satisfactory product at an acceptable price.
14. Understand how advertisers "speak" to them.
15. Have fun playing "Harrisonburg Moneyopoly!"

PROCEDURE

The game was designed to fit a 4 × 6 foot bulletin board. Each child received a small mimeographed game board which served as his answer sheet. The activities for each colored square on the bulletin board were done individually or in pairs of students. These activities were on 5" × 7" cards and were attached to the bulletin board game board. The children were free to go to the game board independently when their other work was completed, choose an activity card, find the answer to the problem, and record it on their own game card sheet. There were thirteen squares representing various businesses, each with an appropriate activity. Many of these had a corresponding tabletop learning center.

The remaining nine squares were teacher-directed lessons taught to the entire group. Altogether there were 22 squares on the Moneyopoly board. I will explain in some detail the first nine squares, and then only list the remaining businesses and concepts covered in this unit.


HARRISONBURG
MONEYOPOLY
Name
LAMBORGHINI
Needs?
Wants
12
cost
change
quarters
dimes
nickels
pennies
Legend Sport
Hardee's
Backstage Video
16
Cash or Check
17
K-Mart
18
Ottobine School
19
Mr. Gatti's Pizza
10
Scarcity
Rocco Turkey Plant
20
First Virginia Bank
21
Opportunity Cost
22
Chevron
8
GO TO SCHOOL
7
Roses
6
Career Choices
5
Jess' Lunch
pennies
nickels
dimes
quarters
4
Why Save Money
?
Marshalls
McDonald's
1
GO

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1. GO—The first day was an introduction to the game, learning what money is and why we have a money system instead of bartering. Children participated in a bartering game and learned that in order for bartering to work, I must need what you have to give. We read the "Oxcart Man" and began working on the "Manage Your Money Rap."

2. McDONALD'S—Activity Card: A learning center displayed food items and prices. The activity card displayed a given amount of money. How much money do you have? Go to McDonald's. What will you buy? How much money will you have left?

3. MARSHALLS—Activity Card: Kevin works at Marshalls to earn an income. He works three hours each afternoon after school. How many hours will he work in five days?

4. ?WHY SAVE MONEY?—Students participated in a class discussion on ways of using allowance money. "Alexander Who Used To Be Rich" was read. Children counted money as they played "BINGO" and practiced the rap.

5. JESS' LUNCH—Activity card: You buy a hot dog and drink for $1.53. If you give the chef $2, what change will he give you in return?
   __ quarters, __ dimes, __ nickels, __ pennies

6. CHICKEN-CAREER CHOICES—As a class we explored the advantages and disadvantages of various careers, job responsibilities, opportunities for work in our community, and personal goals. Students interviewed their parents to learn about their careers. Several guest speakers talked to the class about their jobs and answered questions. We viewed the video "Chickenonomics." Finally, students wrote paragraphs telling what they would like to do when they grow up. We practiced the rap.

7. ROSES—Activity card and learning center: You are taking a trip to Virginia Beach for the weekend. What four items will you buy at Roses to take along? Why? Tell a friend. How much will they cost? Use the Roses advertising flyer.

8. GO TO SCHOOL—In this class exercise, the students imagined they were workers at Rocco Turkey Plant and, having earned a two-day vacation from school, were taking a float trip down the Shenandoah River. Space was scarce and supplies would be limited. Many decisions needed to be made and fliers were needed to be designed to advertise the trip. Students worked in groups, then shared their plans with each other, giving reasons for the choices they had made. We practiced the rap.

9. ROCCO TURKEY PLANT—In this group lesson we learned about resources and production. A worker from Rocco visited the class and talked about her job on the assembly line. We discussed resources needed to operate the local Rocco business. Children were divided into small groups to set up bookmark production assembly lines. The book-

marks looked like turkeys. Some "factories" had insufficient resources and very little production could happen. The final activity in this lesson was to eat real Turkey McNuggets. Again there was a scarcity problem which the class solved before eating! The students are really into the rap by this time!

10. SCARCITY—Activity card: addition
11. MR. GATTI'S PIZZA—Activity card: entrepreneurship, costs of producing pizza.
12. LAMBORGHINI—Discussion on needs and wants, advertising
13. IGA—Activity card: shop with flyer, cost and how much change
14. LEGEND SPORTS—Activity card: purchasing a ball glove, cost
15. HARDEE'S—Activity card: making purchase, coins needed
16. BACKSTAGE VIDEO—Activity card: choices, cost, change
17. ELECTRIC COMPANY—Group learning about checks, cash, deposits, how to write checks
18. K-MART—Activity card: comparison shopping with Roses, addition
19. INTERNATIONAL TRADE—Interdependence of countries for goods
20. FIRST VIRGINIA BANK—Activity card: counting money, making deposits
21. OPPORTUNITY COST—Learning to make decisions using a Decision Tree
22. CHEVRON—Activity card: buying gas, oil change, wipers, addition

SUMMARY AND CONCLUSIONS

The "Harrisonburg Moneyopoly" unit began as a simple game to learn a few economic concepts and to reinforce the counting of money. The children loved it. They asked often every day if they could play "Harrisonburg Moneyopoly." Most students went immediately to the large "Harrisonburg Moneyopoly" bulletin board when they arrived in the morning. The class discussions were really exciting as the students moved into higher levels of thinking skills to discuss entrepreneurship, reasons for not bartering, solving scarcity problems, etc. It was the enthusiasm and creativity of the students that was so rewarding to me as a teacher. Even the more academically slower students contributed to our brainstorming sessions and felt important as they were workers in the bookmark factories and planned their float trips on the Shenandoah River. It was the first time many of the children comparison-shopped as they compared prices and goods at McDonald's and Hardee's, K-Mart and Roses.

We integrated the language arts by writing several stories and observations related to the lessons. "Who Wants Cows?" is an example. The story evolved from a very spirited discussion on bartering. It was written from comments as the children talked among themselves. I wrote fast and furiously on the chalkboard as they brainstormed about the difficulties of using cows instead of money. The resulting book was enjoyed by many other classes in our school.

The students really got into the rap and wanted to memorize it even though I thought it was perhaps a bit long. But, children have an amazing capacity to memorize, and so by reading through it only once or twice each day, they mastered it. Now, whenever other teachers or visitors stop by our classroom, guess what the students like to do?

I had promised the class a party and $80 when we had all successfully finished the game. Every game board business I visited graciously gave small gifts for the children. The $80 was shredded money provided by the Richmond Federal Reserve Bank through the James Madison University Center for Economic Education. It was a big hit with the students! We had a party as a final activity. The children practiced their writing skills by writing letters of thanks to the various area businesses.

What I had intended to teach in two weeks grew into a part of my math instruction for all of January. It was a "fun" time and the students learned so much beyond what our math books offer. The variety of learning activities represented in this unit provided a welcomed addition to routine book learning. But what I most enjoyed were the many unplanned teachable moments which emerged and the creativity, pride, and possibility-thinking the students demonstrated. All children are unique and special. Next year the discussions and conclusions will probably be different. That's the surprise and joy of teaching. I look forward to teaching "Harrisonburg Moneyopoly" again next year.

MANAGE-YOUR-MONEY JINGLE

Listen now, ye people, to the talk of the town
Managing-your-money has a jingling sound.
Dollars and nickels and budgets and rents
Add them all together—they make good sense.

When you think of money and see the dollar sign,
The symbol is an **S** by good design!

S is for save, you should save 10 percent,
In case your car breaks down and you must pay your rent.

S is for share, there are many folks with needs,
March of Dimes, your local church, or other charities.

S is for spend, for food and clothes and books,
Doctor bills, gasoline, balls and fishing hooks.

When you start a new business, you're an entrepreneur.
You need a good idea and you have to be sure
That your neighbor will need the goods you produce,
Then write an advertisement, designed to seduce.

Talk it up, shout it out, sing if you please.
If you advertise it right, you can sell with ease.

About the things you need, you've heard the big jive,
Without Air Jordans, COULD YOU SURVIVE??

So you're short of money, there's a scarcity—
However can you buy a Lamborghini?

You can charge it up and buy on your VISA card,
But when the creditor comes, you'll be feathered and tarred!

Needs are not wants, wants are not needs,
It's dangerous to buy whatever you see.

Manage all your money, pay all your dues,
If you don't you'll go broke, and moan the blues!

There's one more thing we can boogie about,
When you make a decision, a choice is left out.
The thing you give up is opportunity cost.
Every time you make a gain, something is lost.

But that's OK! Be content with what you got!
Be what you are or you are what you're not!

Manage all your money, pay all your dues,
If you don't you'll go broke, and moan the blues.

Listen to your parents, obey the rules,
Honor God and country and stay in school.

Save some dollars for a rainy day,
Share, and smile, and jingle away. . . .

GOOD IDEAS IN BRIEF: PRIMARY LEVEL

CAROLYN SIEGEL, *Coventry Elementary School, Cleveland Heights, Ohio*, developed a unit entitled "The Card Company" for first and third graders. It was a yearlong curriculum she used with approximately 50 first and third graders to teach them economic concepts by involving them in the creation and operation of a small business. It was also created to teach children cooperative learning skills in their diverse multicultural community and to serve as a vehicle for the introduction of basic skills in many curricular areas such as math, reading, art, and language arts. Finally, it was intended to make children sensitive to and appreciative of the diverse cultural celebrations that exist within their school and community. The children in grades one and three worked cooperatively to create printed and handmade cards which utilized a variety of art techniques, from collage to marbleizing to pop-up cards. They also learned about the art masters and created cards in the style of Picasso, Matisse, Klee, and Georgia O'Keeffe. Children visited the Cleveland Art Museum for the "Picasso and Things" exhibit as well as "Picasso as Printmaker." The children visited many businesses and hosted guest speakers from American Greetings, *The Plain Dealer*, *The Sun Press*, and ad agencies. They utilized the talents of creative parents employed in graphic design and art careers such as book illustration and in business. They involved senior citizens by getting them to help create cards. The children frequently walked to Society Bank where they learned about banking, opened a savings account, and deposited profits. This venture thus strengthened children's ability to count and to make wise choices with money. It promoted writing because of the poetry and verse necessary in writing cards. The children made wise and community-minded decisions about how their profits were to be used and celebrated a successful year in business by shopping for and participating in a company picnic!

JENNIFER K. DAUGHERTY and DEBBIE S. BLANKENSHIP, *Thurman G. Smith Elementary School, Springfield, Arkansas*, collaborated to create "Horsing Around With Economics" for kindergarten students. "Horsing Around With Economics" was a short, but sweet, economics unit designed to spark students' interest during the final days of school, as well as to give them a basic knowledge of economic concepts that they could build upon in the years to come. The students' interest in the horses they saw on a class visit to a farm sparked the teachers' creative juices. The end of the school year is a challenging time for both teachers and students. Spring is in the air, everyone is bored with the indoors, and we all want to be outside. The teachers questioned how to keep their students' attention focused long enough to make their last days together profitable. Students couldn't be "horsing around" if they wanted to accomplish their objective, so teachers had to be creative. Children learn better when they are active participants in learning. *Economics* served the purpose well. The unit taught students about horses and the many *producers*, *consumers* of *goods*, and *services* in their community that depend upon them. They learned about the horses' *wants* and *needs* and how their decisions concerning the use of *scarce natural resources* affect the lives of these animals. Although this unit was developed around horses, it could be used for any animal or pet. One of the final activities included a pet show where the students were able to apply the concepts learned to other animals. What a wonderful way to end the school year—with a unit that imparted knowledge of economics to students while keeping their interest piqued during the last days. There was no horsing around with this unit; the students amazed the teachers with what they learned about economics.

BONNIE B. BERRY, *Ottobine Elementary School, Dayton, Virginia,* created a kindergarten economics unit, "Ah, Beans! No Money!" The simplest and most primitive form of *exchange* is *barter*. Children realize that they can buy something with *money*, but they do not always carry *money* with them to make purchases. Today's children are definitely *consumers*. Although they observe adults using money, they are comfortable in the *barter* system. It is normal for children ages five and six to trade one good for another (such as baseball cards, bubble gum, or other items). Kindergarten children can be shown that in the marketplace it can be very time-consuming to *barter*, and that *barter* goods are not always divisible, durable, or portable. They also need to be shown how one can obtain money rather than just being given coins or bills from relatives. In this unit about money and bartering, goals were for students to (1) define *barter* as trading without *money* for goods or services, (2) explain (in their own language) that double coincidence of wants is necessary for *barter* to work, (3) understand why *money* is necessary as a common means of exchange, (4) recognize some characteristics of *money*: it is accepted by most people, it is easy to carry, it is easily divisible, it is durable, and it has a set value, (5) understand that price is the money-value a seller attaches to a good or service, (6) recognize the *penny*, *nickel*, *dime*, and *quarter* as United States coins, (7) recognize that *paper money* has differing values according to the number on the bill, (8) think of a *bank* as a safe place to keep *money*, (9) realize that one's *utility* (satisfaction) can be reached more quickly if one makes a purchase with *money* rather than by a series of *barters*, (10) realize they are *consumers*, (11) realize they can be *buyers* and/or *sellers*, (12) realize that most people work to make *money*, and (13) realize that *money* (interest) can be earned by putting your money into a bank.

GAYLA A. WILMOTH and NAOMI R. WILSON, *Gentry Elementary School, Gentry, Arkansas,* worked together to create "Travel Through Economic Circles" for the social studies curriculum for the third grade. They chose to combine a study of economic with a study of their state. The unit was taught to four heterogeneous classrooms. Their school allowed them the flexibility to team teach social studies. Each teacher taught two classrooms of social studies. Both teachers worked from the same basic outline developed before the study began. They frequently consulted about progress. Different teaching styles and classroom situations were easily adapted to the overall plan of action. This plan had two phases: (1) teach basic economic background and (2) integrate economic principles with knowledge of our community, state, and bordering states. They began with the basic economic concepts. Then the students were taught the geography, history, and resources of Arkansas. Each class chose a neighboring state to research. This allowed each class to compare and contrast Arkansas' resources with those from their neighboring state. Throughout the unit, the students were involved in various activities which transformed abstract ideas into concrete understanding: economic games, contest entries, bulletin boards, art posters, stories, and videos. A field trip to two different types of poultry farms provided direct observation of production in action. Guest speakers actively sought to reinforce the unit by using the same economic vocabulary and relating it to their presentation. The teachers incorporated organization skills, note-taking, poetry appreciation, and the writing process with required basic skills. This study also gave students opportunities to express themselves creatively, to interact in groups properly, and to think critically. The instructors found the unit of study valuable because it allowed every student to be involved. The students appreciated that no matter where they live, work, or play, economic decisions affect their lives.

BILLY J. BRITT, LINDA MARTIN, and BECKY YOUNG, *City Park Elementary School, Monticello, Arkansas*, created "R, T and T: A Bumper Crop of Economics" for their third-grade students. Their *businesses* began with the idea of raising and selling rabbits for a *profit* to aid their school in purchasing much needed playground equipment. This seemed to be such a wonderful idea for 75 budding *entrepreneurs* in the third grade. What could possibly go wrong? It didn't take long for the students to realize they had an *economic problem*—a *scarcity* of real rabbits! Creative students invented "Boo Boo Bunnies" as their *substitute good*! They soon realized they needed to *diversify* in order to make the *profit* needed. The three third-grade classrooms formed a *partnership*, R, T & T, with three *businesses*—Big Red Tomato Company, Plantersville Company, and Rabbit Hill Company. The three *businesses* worked *interdependently* to produce three different *goods* for *consumers* in their town—decorated Christmas trees, tomato plants, and "boo boo bunnies." To learn the *economics* needed to successfully *manufacture* and *market* their *goods*, "Econ & Me," an economic education video series for primary students, was viewed by the students. The students got excited about the *economic* concepts and activities which provided the prior *economic* knowledge for their hands-on approach to establishing their *businesses*. The terms *scarcity*, *decisionmaking*, *opportunity cost*, *producer*, *consumer*, *resources*, *choices*, *income*, *services*, *specialization*, and *interdependence* seemed to pop up into whatever subjects they were studying. At the end of the school year, the 75 successful *entrepreneurs* presented "A Salute to Economics" to the entire student body and community leaders! In this dedication ceremony, the *economic* concepts they had learned were presented through a series of skits. Cheers went up from the audience as R, T & T presented $400 to the principal of the school for new playground equipment!

KATHY VAN HORN and JOYCE STEVENSON, *Canterbury Elementary School, Crystal Lake, Illinois*, and KAREN CRAGG, *Husmann Elementary School, Crystal Lake, Illinois*, collaborated to prepare a unit for their kindergarten students. They believed that even at the kindergarten level, children are not too young to learn how to make *choices*, how to predict the consequences of their *choices*, and how to formulate the criteria to evaluate their *choices*. "Kindergarten to the Rescue" was a five-week teaching unit designed as an approach to teaching basic *economic* concepts through environmental issues of importance to the children. The teachers

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wanted to integrate economics into their existing curriculum and felt that the Rainforest was an exciting tool. Not only does the Rainforest have animals, but it has *unlimited wants* and *limited resources* that are necessary to sustain our way of life. The students put economic concepts into action as they made *choices* for a *service* project. Many economic learning activities led to a major recycling project as the children *produced goods* out of recycled materials. *Consumer, producer, division of labor, interdependence, opportunity cost, specialization, natural resources, goods*, and *services* were economic concepts that came alive for the students as they *produced* their *goods* throughout the five-week period. The children sold their *goods* at open house and decided to donate their *profit* by adopting four animals at the zoo, to preserve two acres of the South American Rainforest, and to buy a tree for our school. These *choices* indicated an understanding of the economic system.

VICKY A. GARRISON, *Eastside Elementary School, Haines City, Florida*, developed an economics unit for the kindergarten. "Rolling Barrels Composting Co-operative" was created as the result of a need to involve students in a project that would create in them a caring, responsible attitude and awaken the realization that they are, even now, important members of a community. As members or citizens of a community, students needed to understand that they could contribute in a significant and meaningful way, through a comprehensive project involving both the study of our economic system and the environment. Therefore, they began a project which involved three stages of activities: in the first stage, students participated in making compost; the second stage involved planting the seeds and caring for the flower plants they would sell as part of the project; and the final stage included the marketing of their plants, culminating in the presentation to parents of a program which encompassed all of the concepts acquired in the study, both environmental and economic. Obvious focus was placed on the study of economic terms and concepts, particularly as they were unfamiliar to students for the most part. In preparing students to begin their journey toward becoming informed, responsible members of our free enterprise system, many varied activities were incorporated as integral parts of the project—to teach as well as to motivate. Concepts were discussed as they became relevant during the course of our project. Although several different teaching tools and activities were implemented to illustrate and ensure understanding, direct relevance to the project was emphasized. In other areas of study where examples of these concepts could be cited, students were made aware of the relationship between the economic concepts and the other situations or "settings" in which they could be found (in many instances, students became fairly "adept" at identifying concepts themselves). Students soon realized themselves as active participants in a project that would truly help "our world" as well as start them on their way to acquiring a base of economic knowledge upon which they could build even into adulthood.

ANNE WELLER, GEORGIA PAINTER, JENNIFER HOLLIDAY, CAROL DEWAN, and DEBBIE HEROLD, *74th Street Elementary School, St. Petersburg, Florida*, developed "Project 2001" as a synthesis of two types of economic lessons for the third grade. The unit goals were (1) The students will develop a positive attitude toward economics by actively participating in hands-on activities that teach economic concepts and knowledge of the Free Enterprise System; (2) Through the activity of writing a graduation agreement students, parents, and teachers will gain a greater understanding of the importance of setting goals for the future; (3) Students will become more self-confident and discover some of their gifts and talents by participating in an enjoyable educational experience, (4) Students will learn about the economic necessity of a high school diploma; and, (5) Students will have a greater understanding of their community through communicating with good role models who visit or write the class. "Project 2001" introduced third-grade students to basic economic concepts through hands-on experiences in a small business. The business produced a design for a button about high school graduation and a professionally printed contract written by parents, students and teachers. These products were then advertised and distributed by the students to their peers, parents, and the general public in three sales. The $300 profit from the sales was used to provide a scholarship for a junior college student and to purchase materials for our classrooms. Secondly, Project 2001 taught students about the economic importance of graduating from high school and going on for further training in a career of their choice. Activities that reinforced these concepts were: guest speakers, a celebrity letter writing campaign, and a career day.

Chapter Two

INTERMEDIATE LEVEL: GRADES 4–6

LOOK MOM!!! I'M A MILLION DOLLAR STUDENT!!![†]

A Fifth-Grade Economics Unit

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OVERVIEW

Look Mom!!! I'm a Million Dollar Student!!! is a yearlong classroom simulation which integrates the studies of the American economy, government, and law. One of the most unique parts of this microsociety is that the students are *guided* toward developing basic components of their own society instead of being placed in a totally prepackaged program. As students learn, in their studies of American history and mathematics, about developments in economics, government, and law, they begin to incorporate these new components into their own classroom society.

During the course of the year, students develop a city government, a monetary system, a bank, various boards and commissions, a chamber of commerce, businesses, courts of law, and a scale model city. At the end of the year the net worth of each student is calculated and becomes the credit line on a credit card. This card is then used to buy merchandise, donated by area businesses, during the final auction.

The students learn from experience that their economic situations are directly proportional to their motivation, goals, effort, and behavior.

CLASS DISCUSSION

The classroom in which this program was initiated is located in a public fine arts magnet school. Seventy percent of the students are transported to the school from predominately white upper-economic areas of the city. Thirty percent of the students come from the predominately black subdivision in which the school is located. When the school was opened in 1984, many of the more affluent students carried with them the idea that their place in society was predetermined by the economic status of their families. Likewise, the less affluent students from the housing project came with the same idea and most had low self-esteem. The economic simulation was instituted as a way to teach all of the students that their own economic positions in the classroom society were directly proportional to their motivation, goals, effort, and behavior.

[†] The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscript.

GOALS AND OBJECTIVES

(Since each class "grows" its own society, some of the specific goals and objectives change from year to year, depending on the interests and aptitudes of the students.)

Cognitive

1. to teach basic economic concepts—barter system, money system, banking skills, inflation, capital, entrepreneurship, business management, merchandising, pricing, supply and demand, consumer skills, credit, stock market
2. to teach basic real estate concepts and terms—mortgages, property values, zoning, property taxes, city planning
3. to reinforce mathematics skills—money counting, paper and pencil calculations, calculator skills, scale modeling
4. to reinforce map skills
5. to teach basic city government—city council, ordinances, commissions and boards.
6. to teach basic state and national government—constitution
7. to teach basic parliamentary procedure
8. to reinforce writing skills—resumés, job applications, business letters, essays, newspaper articles

Affective

1. to instill the principle that our country's economic system allows individual mobility, based on motivation, setting and working toward goals, behavior, and education
2. to develop an appreciation for the free enterprise system
3. to teach, by example, that each member of society has an important voice in setting economic and governmental policy
4. to develop an appreciation for a democratic system of government

PROCEDURES

Look Mom!!! I'm a Million Dollar Student!!! is not meant to be a program which must be followed exactly the same by every teacher with every class of students. Instead, teachers should use the teacher's guide as exactly that . . . a guide instead of a ruler. Presented here is an outline of the procedures used in my classroom this past year.

Initial Phase

1. Students were introduced to the meaning of economics, beginning with a study of the barter system in social studies.

2. A unit on the development of cultures, societies, towns and cities was taught in social studies.

3. Students decided on a design for each denomination of currency which would be used throughout the year. Bills were printed in denominations of $50, $100, $500, $1,000, $5,000, and $10,000.

4. Lecture and discussion were used to familiarize students with the mayor/city council form of government used in our city. Elections were then held to select a mayor and members of the city council.

5. A general math test was given to select a banker and assistants.

6. The bankers set up ledgers containing records of savings accounts for each student.

7. City Council meetings were held in which classroom ordinances were established based on need and suggestions made by "citizens" who appeared before the council.

8. Each ordinance was assigned an economic value. For example, this class decided to pay a bonus of $1,000 for completed weekly contracts and fine students the same amount if the contract was not completed.

9. Procedures were established for the selection of a name for the class "city." This year's city was Academy Acres.

10. A list of classroom jobs was posted and discussed. Students then completed written applications for the jobs. The teacher matched students to the job and announced appointments.

11. This class chose to make deposits to their accounts during lunch each Thursday.

Running the Simulation

Once the governmental and economic systems are running, the direction the simulation will take depends on the problems encountered by the classroom society and ideas formulated by the students. For example, students in this class entered and won many contests at the school, city, state and even national levels. The city council spent several meetings formulating a policy to fairly compensate the winners. Following is a general list of activities that continue throughout the year.

1. Students recorded all work and goals on individualized contracts. They were rewarded for completing contracts and fined if contracts were incomplete.

2. Rewards and fines for following or not following city ordinances were levied by the teacher (judge) and recorded in the ledgers by bankers.

3. Students were paid monthly for successful completion of classroom jobs (Chamber of Commerce positions). Several times this year the council wrote warning letters to students who were not performing jobs satisfactorily and even terminated two employees when they did not improve.

4. The city council voted to give bonuses to students for outstanding work, behavior, job performance and/or attitude on several occasions.

5. Student citizens deposited micromoney into their accounts each Thursday during lunch. Units on adding and subtracting decimals, place value, and counting money were taught in math class.

Planning and Building a City

From the very first day of each school year, the students looked forward to the day they would begin to plan and build their model city on a large sheet of green plywood which had been in the back of the classroom. This sheet of wood which began as a simple "plateau" eight years ago now contains a river-fed valley surrounded by forested mountains containing a cave. Following are the steps taken by this year's class to "populate" the area.

1. In December, a real estate agent visited the class and taught a unit on buying and selling real estate. He also answered students' questions about city planning, zoning, banking, and investments, such as the stock market.

2. The Academy Acres Council appointed a Planning Commission to design the model city. The reason for the city's growth was decided by the entire class after a class discussion and brainstorming session.

3. The Planning Commission reported to the Council with a map of the proposed city. After several changes were made the proposed city plan was adopted.

4. Lessons on scale modeling and construction were taught in math and art classes.

5. A building commission executed the plan and divided the residential property into lots.

6. The City Council appointed a committee to price lots and a Zoning Commissioner to decide if houses fit the code established by the Council (N-scale, two story, one family dwellings).

7. Students began to buy lots, construct houses, and improve lots.

8. A "Homeowners Party" was given to encourage home ownership. Each participant received a small bag of building materials with which to improve lots.

Business Day

For several years our school has attempted to make education more relevant for our students by getting them out of the classroom and into the community where they can learn more about the real world and also apply what they have already learned. Many of the schools in the area have already been adopted by businesses in Huntsville. Establishing school/business partnerships is a goal set by our local school system, the city mayor, and President Bush.

In December 1991, my principal brought to my attention an article published in *Arithmetic Teacher* called "Real-Life . . . Business Math at Enterprise Village." It described a real mall built with funds donated by business for the purpose of giving students a place in which to learn economics.

Since our district certainly does not have funds to build a mall, I decided to attempt a business day experience for my students at a real mall which is known for its community involvement.

Our first annual Business Day, held on March 11, 1992, was a tremendous success. Following are the steps taken to implement this phase of our project.

1. In early January, I met with the marketing director for Parkway City Mall and discussed plans for Business Day. She agreed to help with publicity and to act as a liaison between the school system and the mall.

2. A letter was sent to each store manager in the mall. A questionnaire was enclosed which was to be returned to the mall office.

3. Questionnaires were collected on January 24.

4. I made a personal visit to each manager who had responded and to several who had not until I had enlisted the support of twenty-two businesses.

5. A unit was taught on how to act and behave in a business-like manner.

6. Students brainstormed questions they wanted to research during their day with business mentors.

7. Students listed their first three choices of businesses. I then paired students with their mentors.

8. All plans were discussed and approved by the school principal.

9. A letter was written to parents with all information about Business Day and required permission slips.

10. A final letter was sent to each business manager with a letter of introduction from the assigned student.

11. A final meeting was held with the mall marketing director, during which she gave us free use of a meeting room to be used as headquarters during the day.

12. Parents were enlisted to be available in the meeting room throughout the day.

13. Free services of a photographer were secured.

14. A printing company agreed to provide free posters to be given to each business.

15. Two weeks prior to the event, a press release was prepared and sent to all news media in the area. (Two television stations and the local newspaper covered the day.)

16. Instead of going to school on March 11, the 22 eager fifth-graders reported to "work" at Parkway City Mall. After an introduction, final questions and a photography session in the meeting room of Parisians Department Store, the students went to the center fountain where they met their store managers. They stayed with their managers until 2:30 when they assembled for a final picture.

17. Several class sessions were used to share answers to all of the questions that were asked before the day. The students kept their copies of these questions and answers as mementos of the day.

18. Business leaders mailed their evaluations to the school in preaddressed stamped envelopes given to them by the students.

19. The students wrote "thank you" letters to their mentors.

20. As a result of the publicity the program received and its complete success, several other fifth grades in the city have asked to participate next year. Each of these fifth grades is implementing "Look Mom. . ." as a result of workshops sponsored by the Alabama Council on Economic Education. It is hoped that all fifth grades in the city will participate in the future.

Running Classroom Businesses

After students had bought lots and built houses on the model city, they began to save money in their bank accounts with which to purchase space in the "mall" which was located in the center of the model. The price of this property was set by the class and reflected actual costs in Huntsville. The citizens decided that there should be seven businesses.

1. The first seven students to accumulate enough capital were able to purchase space in the "mall" and buy a business license.
2. Businesses were opened during lunch one day per week for four weeks. With parental permission and cooperation, students worked for their parents or used accumulated allowances to purchase the merchandise they would sell at their Academy Acres businesses. Some favorite items were small pieces of candy, soft drinks and homemade cookies and cupcakes.
3. Owners as well as consumers learned from experience the basic concepts of supply and demand, marketing techniques, business management, etc.
4. Problems and procedural questions were discussed and solved at city council meetings or in open forums.

The Final Auction

All year the students in the simulation knew that a final auction would be held during the last week of school when they would be able to use all of their accumulated wealth to purchase real goods and services.

1. Parents were contacted and asked to form a committee to solicit merchandise from local businesses to be sold at the final auction.
2. Letters were sent to parents, asking them to make (if possible) donations of services, such as trips.
3. During the last week of school the lots were sold to the real estate company (the teacher) for a profit which was determined by an appraisal committee.
4. A credit card was issued to each student for the total amount the student had in the bank, property, and interest.
5. Merchandise and services worth over $1,000 were donated to the auction.
6. The final auction culminated a year filled with learning, problem solving, and fun!

EVALUATION

For several years a pretest and posttest were given as a part of this simulation. Each year the average posttest scores were about 90%. During the last two years assessment has been anecdotal.

In an individualized program every child learns different skills and concepts at different rates. For example, some of my students came to fifth grade this year with excellent computational skills. They acted as mentors for whose who needed help with counting money, adding rewards and subtracting bonuses. At the end of the year every child could accurately complete a bank deposit.

During each business day the range of learning was enormous. Some students spent most of the day working on the registers and gained invaluable skill in handling money *and* customers. Others stocked shelves, demonstrated computer programs for potential customers, learned merchandising and marketing techniques, demonstrated new toys, made pizzas, ordered merchandise, calculated markdowns for sales, made real bank deposits, sold shoes, served chicken nuggets, made cookies, gave television and newspaper interviews, and ran errands. All learned the qualities that employers look for in potential employees, the effect shoplifting has on the shoplifter, *and* the price we all pay for merchandise.

ECONOMICS FROM THE CRADLE

A Fifth-Grade Economics Unit

Linda K. Parker and Patti L. Reynolds
Thurmond G. Smith Elementary School, Springdale, Alabama

OVERVIEW

"Economics from the Cradle" is a three-week study of economics as it relates to babies. Various activities and guest speakers integrated several subject areas including math, science, language, social studies, spelling, and art. Students become motivated by studies that they are personally interested in or that will be relevant to them. High interest was achieved when one of the fifth-grade teachers adopted a black newborn baby. The novelty of a black baby in a white community sparked a natural curiosity and fascination with babies.

The economics unit began with a discussion of the wants and needs of a baby. Students produced posters and a bulletin board comparing these wants and needs. Students learned about consumers and producers. They then produced a hall display using babies and bottles to demonstrate their knowledge of babies as producers and consumers. Students learned how technology affects the cost of goods and services such as prenatal care, hospital expenses, infant care, clothing expenses, and toys. Students compared hospital bills of several teachers from the 1950s and the 1990s, and then discussed inflation. A comparison of old and new toys demonstrated how technology has affected the toy industry. Students were able to observe division of labor when they went on a field trip to Wal-Mart to shop for baby items. Entrepreneurs shared their experiences as owners of small specialty businesses, an infant's clothing store and a diaper service. Students learned about specialization when a pediatrician, a registered-nurse, and a day care director explained their expertise in dealing with children.

The school counselor discussed with the students the value of good parenting skills and the opportunity cost of parenting. The students then participated in a parenting project in which they adopted an egg baby for two days. They learned about a family budget, responsibility, and caring for a baby. Students used their knowledge gained from guest speakers to produce decision-making grids to compare alternatives for diapers, feeding, and day care for a baby. After investigating the needs of a baby, students could explain the interdependence of many people who work together to produce consumer goods for a baby.

Students culminated their economics study by producing family necklaces and fifth-grade certificates. They used their economics knowledge to produce baby books. A special treat was "Baby Day" when they shared their favorite baby toy and their baby scrapbooks.

GOALS

1. To teach economic concepts and relate these to the baby industry.
2. To equip students with economic knowledge so that they will become better informed producers and consumers in the baby product market industry.
3. To make students aware of the economic costs of a baby within the home and the community.
4. To enable students to become wise decision makers as they assume more responsibility for life and economic choices.

OBJECTIVES

Knowledge	1. Students will produce various puzzles, posters, books, and bulletin boards relating to babies to demonstrate their knowledge of basic *economic* terms.
Comprehension Application	2. Students will apply their *economic* knowledge in a trip to a local retail business to shop for baby *needs*.
Analysis	3. Students will analyze the *opportunity cost* of assuming responsibility for a baby through class discussions and guest speakers.

Synthesis	4. Students will compare *alternative methods* for child care, diapers, and feeding for a baby using a decision-making grid and information from guest speakers.
Evaluation	5. Students will write about various economic terms, relating these to the baby industry.
Evaluation	6. Students will demonstrate their growth of *economic* concepts by pre- and posttests.
Evaluation	7. Students will demonstrate their knowledge of *economic* concepts by *producing* baby books and other activities.

OUTLINE OF PROCEDURES

I. Economic Pretest—Joint Council materials

II. Video—"Kingdom of Mocha"/"Return to Mocha"

III. Vocabulary
  a. Bulletin board: "Babies Talk Economics, Too"
  b. Student-made dictionaries

IV. Babies Affect the Economy

Lesson 1 Wants and Needs
  a. Classroom discussion
  b. Posters
  c. Bulletin board

Lesson 2 Consumers and Producers
  a. Classroom discussion
  b. Hall display (babies and bottles)

Lesson 3 Technology
  a. Classroom discussion
  b. Bulletin board: "Technology/Specialization"
  c. Comparison of hospital birth expenses
  d. Comparison of baby clothing/toys: then and now

Lesson 4 Specialization
  a. Classroom discussion
  b. Guest speakers
    1. Dr. Lovell, Pediatrician
    2. Mrs. Smith, Pediatric Nurse
    3. Mrs. Huskie, Day Care Director
    4. Mrs. Bell, Stay-at-Home Mom
    5. Mrs. Wood, Private Home Care
    6. Decision-making Grid, Baby Care

Lesson 5 Consumer Choices
- a. Field trip—Wal-Mart
  - 1. Shop for baby's wants and needs
  - 2. Cost comparisons of comparable consumer goods
  - 3. Bulletin board—"Baby Products Lead to Producer Competition"
- b. Discussion of field trip
  - 1. Trade-offs
  - 2. Supply and demand
  - 3. Advertising

Lesson 6 Entrepreneurship
- a. Guest speakers
  - 1. Mrs. Maxedon, owner of children's shop
  - 2. Mrs. Fletcher, owner of diaper service
- b. Decision-making grids/class discussion

Lesson 7 Opportunity Cost
- a. Guest speaker on parenting—Mrs. Bemberg, School Counselor
- b. Guest speaker—Karen Hall, Youth Bridge
- c. Budget—Baby Bucks
- d. Egg babies
- e. Classroom discussion

Lesson 8 Interdependence
- a. Classroom discussion
- b. Interdependence webs

Lesson 9 Circular Flow
- a. Classroom discussion
- b. Diagram on board

V. Culminating Activities
- a. Production of family necklaces
- b. Production of fifth-grade certificates
- c. Student-produced activities and books

VI. Evaluation
- a. Posttest
- b. Student evaluation of economic project
- c. Parent evaluation of economic project

SAMPLE LESSONS

Lesson 3: Technology

Objective: Students will learn that technology affects increases in productivity of goods and services.

Economic Vocabulary: Technology, Specialization, Consumer, Cost, Producer, Needs, Services, Human Resources, Resource Market, Cost, Assembly Line, Consumer Product, Tools, Labor, Inflation, Division of Labor

Integrated Subject: Math, Science

Skills: Discussion, Reasoning, Comparison, Analyzing

Time Frame: 1 class session (45 minutes)

Vocabulary: Physician, Ultrasound

Materials: Hospital bills from 1950s to 1990s, old handmade baby clothes, modern baby clothes, old toys, modern toys

Procedures:

1. The teacher led a discussion on technology. It was explained that technology involves special tools and machines for the mass production of a good or service. Improved machinery through science has led to a change in the method of producing clothing, toys, and hospital services. New techniques and new products affect the variety of goods and services available to the consumer. Students were able to reason that clothing once made by hand could be more easily produced by machine on an assembly line and in mass quantity. The students decided that technology allowed a consumer more choices concerning consumer products and services. Students discussed that a hand-made garment or toy might take longer to make as compared to a machine-produced item. Specialization of tools and labor would improve productivity and affect the cost of a consumer product. The teacher explained that major technological changes have occurred in the medical field. New and improved medical knowledge and division of labor have changed the medical care given to a mother and baby before, during, and after delivery. Students discussed the technology of ultrasound as one example of an advanced tool to care for mothers and babies. They decided that improved machinery, medicines, physicians' skills, technologists, and hospital facilities also led to the inflation of birth costs.

2. Students compared the hospital bills and birth expenses of some of their teachers.

   Ms. Parker was born in 1950. Her family paid $54.15 for her hospital bill. The cost of hospital services were: room $6.50 each day for a total of $26; delivery room, $10; anesthesia, $1.50; laboratory, $10; drugs, $9.15; and nursery, $7.50.

Ms. Mason gave birth in 1990. She paid a total price of $830. She was charged these prices for services: $749 for delivery, $52 for laboratory, and $11 for medical supplies.

Ms. Freeman gave birth in 1991. She paid $2,620 total hospital costs for a caesarean delivery and $360 for anesthesia services.

Ms. Bayles gave birth in 1992. She was charged $970 for hospital services. For hospital services she was charged $165 room and bed, $110 nursery, delivery $250, $29 laboratory, $106 pharmacy, $152 supplies, plus other expenses.

Each mother also paid prenatal care expenses. The students were able to conclude that inflation due to technology had caused hospital costs to rise. They also observed that technology was involved in the presentation of the hospital bills. Ms. Parker's bill was handwritten. The other bills were computerized.

The students concluded that babies do affect the economy of the home and community.

3. Students compared hand-made baby clothes from the 1930s. They observed the clothes were plain in looks and style. Then they compared clothes from the 1990s. They observed technology prevailed. The clothes were machine made; had snaps, zippers, silk-screened designs; were more complex in design; and were more colorful. They decided the cost of a garment would be greater because of technology, but factories could make a garment cheaper today than by producing a garment at home. Technology allowed for more choices.

4. Students then compared toys. They shared older toys and newer toys. They concluded most toys once home-made could now be produced in a factory. Technology had changed simple toys once hand-powered into battery or computer powered. They concluded there were more choices in toys because of technology.

5. Students produced a bulletin board entitled "Technology/ Specialization." They displayed baby clothes from the 1930s and the 1990s. They noted the differences in type, method of production, and materials used.

Lesson 4: Specialization—Human Resource, Gina Bell

Objective:	Students will compare the option of being a stay-at-home mom versus a working mom.
Economic Vocabulary:	Opportunity Cost, Specialization, Budget, Needs, Wants

Skills: Comparing, Evaluating, Listening

Time Frame: 1 class session (30-45 minutes)

Materials: None required

Procedures:

1. Gina Bell, a stay-at-home mom, brought her five-month-old baby to visit our class. She discussed how her budget was affected after her baby was born. She decided to stay at home with her baby, and in doing so, gave up her salary. With less money, her family had more expenses such as clothing, furniture, toys, diapers, and baby food. She discovered that a baby has many needs and wants.

   She feels that she is a specialist in the child care field because she can give individual attention and nurturing to her baby which the baby might not otherwise receive. She provided these services for her baby's well-being and security.

2. Mrs. Bell said she chose to breast feed rather than bottle feed for economic as well as health reasons. She said she saves around $60 per month by doing so.

3. She talked about the opportunity cost involved in having a baby. She gave up her job and income to become a stay-at-home mom, but said it is worth the sacrifice.

4. The class discussed the option of staying at home with a baby versus being a working mom. They talked about the advantages and disadvantages of both, and decided that they need to be older and financially secure, so they would have the option to stay at home with their child if they chose to.

Lesson 6: Entrepreneurship—Human Resource, Cathy Maxedon

Objective: Students will be able to explain that specialization of a service such as a child's specialty clothing store gives the consumer an alternative in satisfying a need.

Economic Vocabulary: Specialization, Needs, Consumer, Service, Demand, Cost, Capital, Market, Entrepreneur, Profit, Technology, Bank, Consumer Products, Goods, Criteria, Prices, Rent, Salary, Taxes

Integrated Subject:: Math

Skills: Critical Thinking, Comparison

Time Frame: 1 class session (45 minutes)

Vocabulary: Specialty Store, Wholesale, Keystone Markup

Procedures: Cathy Maxedon, an entrepreneur and owner of "The Cabbage Patch," a children's clothing specialty store, visited with the students. She explained that an entrepreneur assumes a risk by using resources to produce a good or a service. She wanted to offer a service and an alternative in the children's clothing area. She took an initial risk of $50,000 to secure a loan from a bank to purchase "The Cabbage Patch." She explained that her store's specialization is children's clothing, but she has extended her consumer products to maternity clothes.

Mrs. Maxedon described her trips to market in Dallas, Texas, to purchase consumer products. She must buy goods a year in advance. The Dallas Apparel Mart has showrooms displaying various brand names in clothing. She explained that she must base her choices on these criteria: 1. What her consumers will purchase; 2. What consumer products her competitors carry; 3. What price she must charge to make a profit; 4. Will the product she purchases be special enough to draw customers into her store; 5. Can she compete with merchants such as Wal-Mart.

Mrs. Maxedon explained that merchants with larger stores purchase products in large volumes so that they get the product cheaper than a smaller store. This permits the larger stores to charge lower prices for merchandise and still make a large profit. Therefore, she must carry an entirely different type of consumer product in order to compete.

Mrs. Maxedon told students that prices are determined this way: 1. Buy a product wholesale; 2. Use the Keystone Mark-up Scale; 3. Add 10%–20% markup to cover other expenses. This was the example used. She buys a dress for $10, then doubles the cost to $20. Next she adds 10%–20% onto the price so the price of the dress would be $24.

If there is not a demand for the dress, then the garment will be put on sale. She explained that if the dress must repeatedly be marked down in order to sell it, then she could end up with a loss on her initial purchase.

Her profit is made after other expenses are met. These are rent, salaries, taxes, advertising, cost of new merchandise, and any losses from sales or shoplifting.

She told the students that the capital for her business included racks, fixtures, counters, clothing steamers, computer, wrapping paper and materials, and mirrors.

Technology, a computer, has helped her to keep accurate records of stock, compute sales prices and taxes, and print sales receipts.

CULMINATING ACTIVITIES—Family Necklaces

The students wanted to produce a product. They decided they did not want to sell a product or form a company. While learning about baby products they had discussed baby jewelry. This led to mothers' rings. The students decided to produce a "Family Necklace." They used pink ribbon or silver cord to string beads. They used a blue bead for their father, a white bead for their mother, a green bead for the boys in their family, and a pink bead for the girls in the family. If they had an extended family, they could add beads for these family members. This was a "fun" activity which allowed students to share their families with other fifth graders.

CULMINATING ACTIVITIES—Fifth-Grade Certificates

In the course of discussing babies and their births, the student had talked about birth certificates. They decided to make a fifth-grade certificate similar to a birth certificate. We were able to use a computer to help produce the format of the certificates. The certificates contained information such as height and weight The boys had a blue certificate and the girls had a pink certificate. To complete the certificate, the students put their hand prints at the sides of the certificates. They loved the certificates, and many planned to frame them.

CULMINATING ACTIVITIES—Student-Produced Activities

It was a goal to teach economic concepts and relate these to the baby industry. Learning economics vocabulary was important, but it was hoped students could demonstrate their knowledge as well.

Economic terms were chosen to be the spelling words for the students. They were then asked to show their understanding of these terms by producing activities which involved these economic terms. The students were told that they could produce any type of learning activity as long as the words were used in conjunction with the baby theme.

Students used their creative energies to produce a variety of activities such as word searches and puzzles. Students also demonstrated their knowledge of economic concepts by producing books. These books described how a baby influences the economics of a family and the community. Students shared their activities with others. They enjoyed the challenge of producing and comparing their economic activities.

EVALUATION

"Economics from the Cradle" was a successful economics unit. Posttest scores reflected 22 percent average growth in economic knowledge. We attributed this growth to high interest in the subject matter and relevance to life. This project included many hands-on activities and discussions as opposed to a worksheet-oriented study.

Students demonstrated their gained economic knowledge by writing about how babies affect the economy. They discovered that while babies are cute and cuddly, they are time-consuming and a financial responsibility greater than they thought. The students decided that making the decision to become a parent should be based on financial and emotional maturity.

Parents and other community members commented on the unit as being worthwhile and beneficial to students. While on our field trip to Wal-Mart, we were approached by several older shoppers who asked questions about our presence at the store. They were impressed, commenting on the need for this type of study in the school.

Parents were eager to help with this project because they felt that the unit was relevant and needed. Several parents expressed their support for this type of learning experience that relates economics to everyday life.

CARD CONNECTION: A BUSINESS FOR CHILDREN

An Economics Unit for Intermediate Grades

Roberta E. Maselow
Public School 146, New York, New York

OVERVIEW

The Need. Minority school children have little contact with the business community and do not understand basic economic concepts. The ability of teenagers to find employment after they leave school is less than 50 percent in New York City. Our children need self-esteem and a sense of connection to the economic system, based on the acquisition of entry-level work skills, before they decide to drop out of school.

The Plan. "Card Connection: A Business for Children" establishes a student-run business in our elementary school. A product is created by the students in the production department, advertised, and sold by the sales department. The bookkeeping and payroll records are maintained by the accounting department.

Employees are paid, based on the number of hours they have worked, by gift certificates donated by local area businesses. Jobs are rotated monthly, giving all students an opportunity to learn every aspect of the business.

The Outcomes. The children learn to fill out employment applications, interview for a job, produce, market, and sell a product, maintain financial records, and compute payroll. Involvement in this project has resulted in improved attendance, higher citywide test grades, and a more positive attitude toward school, and a greater understanding of economics and business.

RATIONALE

The need for this kind of program, in this community, in this school, is critical. Harlem's rates for dropouts, teenage pregnancy, drug abuse, child abuse, and juvenile delinquency are among the highest in the country. Forty percent of our households are classified as living below the poverty line. Only one in three children live in families with both parents present. The problems our children face outside the school are so great, that we must provide an atmosphere inside the school which promotes feelings of self-esteem, acceptance of responsibility, and a sense of accomplishment and self-worth.

Based on recent events in the news, when there are racial clashes in the community, riots ensue, with store windows broken and businesses often looted. If children, at an early age, are made to feel a part of the economic system and identify with business people, then both the children and the business community will benefit.

It was demonstrated in our pilot program last year that the few children who were able to participate (about 30) underwent a transformation. Children who previously were indifferent became enthusiastic. Children who previously felt isolated and unconnected to the economic system suddenly felt a sense of ownership and responsibility. Children who previously would run in the opposite direction of a math problem now willingly attacked time cards, price sheets, and payroll calculations.

Once you have children excited, then the learning process can begin. And there is nothing more exciting than economics and money! The problems elementary school teachers face in motivating children are echoed by business people all over the country. It is getting harder to find entry-level job candidates with basic skills like reading, writing, and mathematics. Many teenagers and young adults have trouble even filling out an employment application form. But when you bring the reality of "Business for Children" into the classroom, and attack the problem at an early age, then you can achieve results. Then you can see children adding and subtracting fractions to figure out how many hours they worked, or what their commission should be, or whether their paycheck is correct. And you can see children writing advertising slogans and making announcements and sales pitches. "Business for Children" is the kind of program that brings the reality of business and economics into the classroom and gets kids excited about learning.

GOALS

The goal of the "Children in Business" program is to enable elementary school students to operate their own business and to respect and understand the business community. The project was developed to teach employment skills and basic economic concepts.

OBJECTIVES

1. To increase attendance by giving each student a job and the responsibility of attending school regularly.

2. To increase communication skills by training students to speak to customers, to interview effectively, to fill out employment applications, and to write business letters.

3. To increase the understanding of economic concepts such as supply and demand, profit, cost, marketing surveys, goods, and services.

4. To motivate students to study math by involving them in a real-life activity that requires skill in mental math, counting money, making change, addition, subtraction, and multiplication of decimals, calculating time intervals for payroll, and record keeping.

5. To increase self-esteem by giving students ownership of a real business and constant encouragement and individual attention by a business mentor/teacher.

PROCEDURES

To begin this program, a product that could be produced in school was developed: greeting cards. We went to an art supply store and found the Riso Print Gocco, an inexpensive silk-screen printing press that used nontoxic inks and could be easily operated by children.

The fifth-grade children involved in the project had some knowledge of how to apply for a job based on experiences of their friends and family. The children were taught how to fill out forms and applications and write resumés. The students found out that they had many more job skills than they realized. The students applied to one of three departments: production, sales, or accounting. Jobs were rotated monthly, so that all students were given experience in each department. The children were given a description of each department to determine their interest.

The production department produces the cards, places them in envelopes, packages, and prices them. The production department is also responsible for creating new designs and for designing advertising and posting ads throughout the school. A running inventory is maintained by the production department to determine what types of cards need to be produced each week.

The sales department is responsible for researching the market, interviewing prospective customers, selling the cards, writing receipts, counting money, making change, and checking the cash in the cash box.

The accountants are responsible for checking the receipts against the monies collected, keeping the books, calculating payroll, writing checks for rent and other expenses, and determining profits and losses.

Students were interviewed by a majority businessman and selected for each department based on their willingness to work and learn all aspects of business. Students were trained for their jobs and given lessons on dress, attitude, and lessons on basic arithmetic skills.

Once they are hired, children wear name tags (business cards), and they sign in and out for work on time cards.

The business officially opened on February 1, 1992, and there were two staffs for each department. Each staff consisted of fifteen children. There were five (A) production people, five accountants, and five salespeople. There were five (B) production people, five accountants, and five salespeople.

The business teacher/mentor worked on Monday and Wednesday from 11 A.M. to 3 P.M. He worked with the salespeople and the accountants. The production department worked with the curriculum coordinator on Tuesday (group A) and Thursday (group B).

EVALUATION

Although the "Business for Children" project was in operation for only four months (February to June 8, 1992), a significant affective improvement was noted in the 30 fifth graders who were involved in the project. The children made observable improvement in verbal and written communication skills. They also showed a marked increase in their understanding of economic concepts.

Words like ledger, checkbook, bounced check, profit, receipt, bank deposit, bills, store manager appeared in their video interviews. Children came to school with old checkbooks and showed examples of check registers. One formerly shy young lady brought her mother's business math text to show to the business teacher. This same young lady said to the business teachers, "I wish we could have 'Card Connection' during the summer, too." The children, when meeting local area business executives, proudly exchanged business cards.

The children were treated like professional executives at the District Office and this improved their self-image. The manager at the local McDonald's Restaurant hosted a party for the students. One student, in a thank you letter, wrote, "Thank you for treating us like kings and queens."

The "Business for Children" project was observed and evaluated by Dr. Robert Gyles, Director of Curriculum and Professional Development for District #4. Dr. Gyles was extremely pleased with the project and suggested that it be coordinated with the New York City math curriculum so that it can be introduced into fifth- and sixth-grade classrooms in Fall 1992.

Community Superintendent Marcelino Rodriguez recommended that the project be articulated into a junior high school in the district so that the skills that the children have been introduced to in the sixth grade can be continued and extended in the seventh and eighth grades.

The grades on this year's citywide math tests were compared with the grades on last year's citywide math tests. Although the math grades of other fifth graders dropped, the grades of the majority of the children in the project either stayed the same or increased.

Recently, Eyewitness News filmed the "Business for Children" project and aired the tape on May 22, 1992, as "Children and Entepreneurship," narrated by psychologist, Lawrence Balter.

"Business for Children" has been documented on video by members of the school staff, and the tapes will be made available for teachers who would like to replicate the program in their own classrooms.

Local businesses have supported the project by donating gift certificates that are used to pay the children. The children were greeted warmly by the store managers when they spent their gift certificates, because the managers viewed them as "future entrepreneurs" rather than customers.

SUMMARY

"Card Connection: A Business for Children" represents the beginning of an effort to teach business and economic concepts to elementary school children in New York City. "Business for Children" is a motivating vehicle to prepare children for employment and entrepreneurship.

In "What Work Requires of Schools: A SCANS Report for America 2000," the Secretary of Labor and the Secretary's Commission on Achieving Necessary Skills states, "more than half of our young people leave school without the knowledge or foundation required to find and hold a good job." If we begin early to show the connection between school and the real world, we will engage students in the learning process and eliminate a large percentage of dropouts by showing that success in school is directly related to success in life. The "Business for Children" program teaches elementary school children how to become a productive part of the economic system in this country.

COOKONOMICS: CATERING WITH "CLASS"

An Economics Unit for the Fifth and Sixth Grades

Greta Howell
Town and Country Elementary School, Tampa, Florida

OVERVIEW

In one year, the teacher of this project progressed from physically restraining and suspending students on a weekly basis to facilitating a group of self-managers each motivated and successfully running a catering business. This project, "Cookonomics: Catering With 'Class,'" was borne out of the idea that classrooms must become needs-fulfilling environments in order to promote excellence and provide successful futures for students, teachers, and communities. Through the integration of economics and all academic areas, students were empowered with knowledge of our free enterprise system. Critical thinking skills were then put to work in a variety of decision-making situations.

Ten fifth- and sixth-grade boys participated in all aspects of this project. The focus of "Cookonomics: Catering with 'Class'" includes:

- Teaching of basic economic concepts through varied media, techniques, and support personnel.
- Setting up a business. This involved obtaining financial support, budgeting, deciding upon which goods and services to provide, training labor, quality control, and advertising.
- Extending learned skills and confidence into new areas of potential business.
- Planning for a future of decisionmaking.

Continual evaluations throughout this project led the participants to believe that the process was personally rewarding and highly prosperous financially. Above that, the participants grew in a way academically and affectively that would change their lives forever.

BACKGROUND

Town and Country Elementary is one of 108 elementary schools in the Hillsborough County District School System. Located at 6025 Hanley Road, it is in the Town and Country area of Tampa, Florida, in the northwestern part of Hillsborough County.

During the 1991-1992 school year, the average enrollment was about 705 students. About 90 percent live in the immediate vicinity or within five miles of the school. The remaining 10 percent live in the inner cities of Tampa and are bused to Town and Country Elementary School.

The majority of this project took place within the classroom. Advertising and the production of commercials took place in the media center. Catered events were presented in the classroom, the media center, Jackson Recreation Center, and Tampa Bay Vocational and Technical Center.

A total of 10 fifth- and sixth-grade students participated in "Cookonomics: Catering with 'Class'." These students were all boys from a self-contained unit for emotionally handicapped children. All academic areas as well as an emphasis on mental health and affective curriculum were presented in the class during this project. The students ranged from 10 to 13 years of age. At one point, three of the students transferred to new schools. Their places were quickly filled by three incoming students who received a review of the economic concepts previously covered.

Socioeconomic levels ranged from very low to middle class. Three of the students received free breakfast and lunch at the school. Two of the ten students were part of a minority group. One of the students was Afro-American and the other was of Iranian descent. Of the 10 students, one of them received services from the teacher for specific learning disabilities.

Academically the students functioned from the average range to slightly below grade level. Each of the students had a set of target behaviors designed to help them become more emotionally stable and socially acceptable. Those who displayed appropriate behaviors were given numerous opportunities to learn about economics and to feel successful in the business world.

All of the students involved in this economics project had experienced cooking in the classroom at a small level. The idea of eating what you make had always been a motivating one. When the students were told about the prospect of beginning a business and making and spending a profit, behaviors and attitudes improved almost instantly. Once the business got started, it was amazing the amount of recognition that the students received. With over 10 articles in the newspaper, the students literally became mini-celebrities in the school. It was a nice chance for the emotionally handicapped students in the school to be receiving positive recognition for their actions.

The response from the faculty, families, communities, and other students gave the students the feeling that they were part of a privileged activity. Fulfilling their need for power in a positive way acted as the greatest motivator of all.

Students progressed to the point where they did not even care about the profit as much as they cared about the fact that they were taking pride in their accomplishments.

GOALS AND OBJECTIVES

Goals

- To provide students with an understanding of economic concepts, critical thinking, and decision-making skills.
- To develop critical thinking skills and the ability to analyze the results of economic decisions.
- To develop positive student attitudes toward the subject of economics and foster positive changes in behavior.
- To demonstrate the need for cooperation and teamwork within the classroom.
- To combine academic areas with economic concepts.
- To provide students with opportunities for practical application of economic concepts, critical thinking, and decision-making skills as they relate to applied economics.

Objectives

The objectives for this project are based on criteria established by the Florida Council on Economic Education, the Florida Department of Education, and the Elementary Division, Hillsborough County Public Schools. Specific objectives are grouped under topic headings. These topics form the basis for the economic lessons included in "Cookonomics: Catering With 'Class'."

STARTING AND RUNNING THE BUSINESS

Once the basic concepts of economics were understood, it was easy to apply them to the business of catering. Catering was chosen for the type of class business to run for several reasons. Cooking and creating table decor is not only highly motivating, it allows for considerable creativity. It also provided a very practical way for showing the consequences of following directions. As was mentioned in one of the newspaper articles covering the business, if you follow directions with a recipe the results are delicious. The products that were provided seemed to be unique. In addition to being affordable, it was also easy to cater to all types of buyers. "Catering With 'Class'" served up to as many as 75 people, but it also created products for individual school children to buy for as low as 25 cents. One of the key phrases that the manager of First Florida Bank asked the children to remember was to "buy low and sell high." Making a profit was not difficult due to the fact that all of the catered food items were made with homemade ingredients.

Business Name: "Catering With 'Class'"

Type of Business: "Catering With 'Class'" produced all homemade goods for such occasions as faculty meetings, local club meetings, parties, and seasonal events. All catered meetings also included table themes and decorations. "Catering with 'Class'" provided short skits for a mini version of dinner theatre when requested for a unique twist.

Product: Baked goods and table decor

Student Jobs: There were many jobs available for the students. Each child was given the opportunity to experience a "shift" in all of the job categories. Student jobs included the following: treasurer, records, sales persons, advertisement, assembly line workers, illustrators, packaging, quality control, dishwasher. In a typical day, the morning would start with two of the students performing a commercial on the morning announcements. In the case of the bunny cakes sold by the business, one child would take the orders and the money from the students interested in purchasing a cake. Many times we would have a "door-to-door" salesman go around to each classroom with a sample of our product to ignite the interest of the children. Advertisement also included the creation of banners which the children were responsible for making and hanging. Assembly line workers had jobs such as preheating the oven, organizing the ingredients, mixing the ingredients, filling the cake pans, monitoring the baking, and removing the items from the oven. The dishwasher was responsible for making sure that all of the dishes were clean and that the cooking center looked acceptable. While the academic subjects were being taught or independently worked on, students who had earned the privilege of working in the business for that day were called back to the cooking center in groups of two.

Running the Business: Due to advertising and word of mouth, it was extremely easy for "Catering With 'Class'" to stay busy. Functions were planned for every month of the year, and there were several months when numerous catered events were planned. Economics lessons were continuous throughout the entire year as well. The students enjoyed the variety provided in the lessons. One day might involve watching a filmstrip and having a discussion or writing activity. Other days involved the students in creating a commercial for advertising or a logo to represent the business. Most days involved cooking. One of the female teachers at the school humorously told us, "It's about time somebody taught men how to cook!" Did these boys ever cook!

Once a customer requested the services of "Catering With 'Class'" we followed several typical steps. They are as follows:

- It was important first to inquire as to how many people were to be served.
- The second thing asked of the customer was, "How much money do you want to spend?" This allowed us to plan menus that would still provide us with a profit. We were also able to let the consumer know if they were being realistic and to make any necessary adjustments.
- "Catering With 'Class'" next tried to find out if the customer wanted a specific theme to accompany their catered event. For example, at one of the catered events in October, the colors were bright orange, yellow, and brown. Fallen leaves were scattered across the entire table and a scarecrow served as the centerpiece. For another reception held for volunteers in January, snowflakes created the theme. The students created a sign to go with the table saying, "Volunteers—each as unique as a snowflake!" Students became very creative with their table decorations. At one of the functions, a student finished setting up the table and stepped back to marvel at his creation. He looked at the table, kissed his fingers, and said, "Perfect!"
- Customers were also asked if they preferred a certain menu. Most of the time the customers left it up to "Catering With 'Class'" to create the menu. Students were interested in experimenting with a variety of recipes. One of the favorites that would later be requested repeatedly by the students was quiche. The students were given the chance to critique each of the foods that they sampled.
- Once the menu was created and the theme was chosen for the table decorations, a grocery list was made. Estimations were made on the total cost. When the actual receipt was obtained for all of the purchased items, the price was increased by 30 percent. This is where the profit for the business was generated.
- When the business was first started, it took the students about a week to prepare a catered event. By December, it was possible to prepare a catered event for as many as 50 people in two days. Thus, the next step was preparing the food.
- Once the food was prepared, it was delivered to the site of the catered event. Here, the students were able to help decorate the table and to deposit the food items.
- A bill was then submitted to the customer.

As mentioned in the scope and sequence section, there were several different catered events. What made this business so exciting was the chance to act creatively and to try different recipes and table themes with each new experience.

Students became proficient in the use of such kitchen tools as the blender, seasoning a recipe to taste better, and in following a recipe without constant supervision. Several cooking techniques were learned as a class and then practiced independently. The aide in the classroom was available at all times to supervise the students in the cooking area.

As the students became experts in the preparation of large quantities of food, the business was able to expand. Student-made cookbooks were a welcomed addition to the food. Many of the recipes were being requested by customers. Cookbooks also came with a theme. For example, the cookbook provided in October was called a "Howell-ing" good cookbook. The last business venture of "Catering With 'Class'" for the 1991–92 school year was the production of a cookbook containing all of the recipes for that year.

SCOPE AND SEQUENCE

This project started the first day of September and continued until the first week in May.

September

- All students completed a survey on their attitude toward economics.
- An economics pretest was administered.
- Basic economics principles were introduced. *Decisionomics II* provided the foundation for this step.
- Economic concepts were emphasized in all academic areas.
- Students catered first event. Forty people were served at a program management meeting for the emotionally handicapped department. A short skit was performed in conjunction with the food.
- Parents were invited to Open House where they were first informed about "Catering With 'Class'."

October

- Using many of the economic concepts learned in September, students began a catering business. They decided to integrate the creation of delicious foods with the development of table decor.
- Students catered a breakfast for the SERVE volunteers at our school. This included decorating and designing the table.
- Students were invited to cater the first general meeting for the Town and Country Civic Association. The association was celebrating its 30-year anniversary. The idea of making cookbooks to sell at our functions was successful.
- "Catering With 'Class'" baked its first birthday cake.
- In an effort to spread the word that "Catering With 'Class'" was cooking for all age groups, the students

invited one child from every class in the school to attend "Howell-een." This was our revised version of Halloween and gave the business an opportunity to make caramel corn—the item that would become the biggest seller in December.

- "Catering With 'Class'" served refreshments for an adult literacy class being offered at the school.

November

- Students were invited to attend a Town and Country Chamber of Commerce meeting. During the meeting, they performed a skit called "The Sandwich." The idea of doing skits in conjunction with catered events formed the basis for our adaptation of dinner theatre.
- Catered a breakfast for the speakers present for the Great American Teach-In.
- A huge Thanksgiving feast was catered for students, parents, faculty, and administrators.

December

- "Catering With 'Class'" provided a luncheon for a principal's meeting. A letter of thanks and encouragement was received from the Hillsborough County Elementary Principal's Council.
- Fudge was made for the faculty Christmas party.
- Caramel corn was sold in tin cans at the price of $6, $7, and $8. Total profits on this project alone were over $300.

January

- Small orders were filled for individual customers. A cake was ordered as well as a batch of chocolate chip cookies.
- A large reception for the volunteers at Town and Country Elementary was catered. Sixty people were served food and drinks.
- A meeting for the Kindergarten Council and district art teachers was catered.
- The second general meeting for the Civic Association was catered due to the positive response from the first one.

February

- Heart tins filled with homemade fudge were sold throughout the entire month of February.
- Sack lunches were catered for a workshop presented at Tampa Bay Vocational and Technical Center for Professional Day.
- A general meeting for the Town and Country Chamber of Commerce was catered.

March

- Over 150 bunny cakes were sold for the Spring kick-off. A large advertising effort was undertaken including such things as a banner saying, "We've Got the Right Bunny Baby!"
- A private party was catered for one of the staff members.

April

- Another general meeting for the Civic Association was catered.

- A luncheon was provided for the specific learning disabilities class.
- Students completed a posttest attitude survey.
- Students completed a posttest on economics concepts.

May

- Students were asked to cater for the registration of the Head Start and Kindergarten classes for the 1992–1993 school year.
- Students were asked to cater food with a multicultural theme for a day at school proclaimed, "Where in the World is Carmen, Sandiego?" Day.
- Students sold cookbooks with a collection of all the recipes that had been used for catered events throughout the school year.

EVALUATION

In comparing the scores of the pretest and the posttest given to the students, it became overwhelmingly apparent that they had grown academically. Mean raw scores increased from an average of 5 to an average of 17. Two students obtained a perfect score of 20. As the business began to prosper, so did the interest of the children. It was amazing to the teacher to see how rewarding it was to the students to know the vocabulary and concepts associated with economics.

During the 1991–1992 school year, only one of the students was suspended from school. This was a one-day suspension. None of the students became physically aggressive or had to be restrained in any way. Several of the students earned "honors" on their report cards, and one of them made straight A's in academics and conduct for the third nine weeks. The guidance counselor commented that the boys were so appropriate that they could serve as role models for the rest of the school.

Self-esteem of the students strengthened daily. Students were even invited to perform a play for the Very Special Arts Festival, where over 6000 exceptional education students were in attendance. Positive feedback from others came in the form of letters, phone calls, written evaluations, class visits, and continued patronage. Another honor bestowed upon the class was being designated the first "Emotionally Handicapped Model Classroom" in Hillsborough County.

SUMMARY

What is the recipe for an outstanding project? If it calls for a future of responsible decision-making, a "batch" of knowledge about the free enterprise system, a cup running over with self-esteem, and a "pinch" of adventure, then look no more. "Cookonomics: Catering With 'Class'" has all of those ingredients and more.

The idea that school must be a place of involvement, relevance, and thinking realities became a real one through this project. One of the students who participated in this project went from wanting to be a jet pilot to a chef. All of the students in this project progressed from blaming others for their position in life to accepting responsibility for the choices they are making and where it will get them. If nothing else, we are assured that these students will walk away from this project looking forward to a future of decision making. In the cookbook of economics, we have found the delightful truth that we have so many choices to make and they will determine the taste of our future.

GOOD IDEAS IN BRIEF: INTERMEDIATE LEVEL

JANET L. GRAY, *M. B. Long-Lake Helen Elementary School, Lake Helen, Florida,* developed an economics unit entitled "Economics Has Gone Nuts" for her fourth-grade class. The unit began with research and class discussion of economics in relation to the peanut. Four types of peanuts were germinated in the class to test for the fastest growth rate. Graphing was of utmost importance throughout the entire program. Students visited garden shops, made telephone calls, and checked the local newspaper for the best values on fertilizer, topsoil, and seed peanuts. The information was combined as a whole class and the decision was based on the most economical purchases. An accurate record of monies spent was kept in the graphing center. The growth of the crop was recorded weekly throughout the 120 days until time to harvest. The peanuts were weighed and the cost of seed, fertilizer, and topsoil was deducted. Some of the crop was reserved for seed. The remainder was roasted, boiled, and used in products such as peanut butter, cookies, and peanut brittle. These were offered to the faculty, staff, and students at a price that was voted upon by the class. The shells were ground into pulp to be used as fertilizer for the next crop. The proceeds from the sale of goods was used to purchase a roasting machine and bags, thus alleviating the cost of renting a machine. Each new class benefited from the work done the previous year and helped the class for the following year. As a tribute to George Washington Carver and Black History, February was the month to study and plant the economical peanut.

RITA WIGFIELD, *Gatewood Elementary School, Minnetonka, Minnesota,* created "The Gastof Torholz: The 'Gatewood Guesthouse'" for the fifth-grade class. On the 21st, 22nd, and 23rd of April 1992, Gatewood School was host to the Gasthof Torholz, a German restaurant planned and staffed by the fifth-grade class. Seven hundred community members from as many as seven different school districts visited the Gasthof. Students worked for eight weeks designing—on paper—a business of their own: creating a theme, designing logos, making menus, guest checks, interiors and exteriors, advertising, listing new vocabulary, and doing related story writing. At the conclusion of the individual projects, the class began to work on a restaurant to open for business to the public. For the next seven months, many of the objectives of the curriculum were incorporated into this thematic unit. Each step of the project had an "economic" impact. The goal was to show students that subjects learned in school have a definite relationship to the "outside" world. If a teacher can demonstrate that relationship, students are far more motivated to learn. The experiment in integrated curriculum was incredibly successful. Transferable skills such as meeting a deadline, going the extra mile, maintaining a positive spirit, working together, being willing to sacrifice a little personal time, and enjoying learning new things made this project a highlight of academic life for many of these young participants. The class started with a small grant from the district. The application required that they state their goals and objectives, so the children learned that it is necessary to be clear and concise to apply for funding from outside agencies. At every juncture, economic decisions were necessary: how many feet of scenery to paint (perimeter); how much fabric to make costumes for everybody (measurement); how many yards of ribbon to decorate aprons; how to calculate tax on T-shirts; how many times could they "turn over" the tables during a six-hour shift (multiplication); how many placements and table settings to purchase (estimation); how many service people to staff the restaurant; how to keep track of receipts for expenses (budgeting); how much candy to order from the company; how to calculate quantities of food which need to be ordered; how to convert gallons of soup into individual servings; how many pretzels to plan for the number of guests; how many pieces of dessert can be cut out of a round; how much coffee to cook; how to convert American dollars into German marks; how to keep track of what each customer orders at a table for four (tallying); how to add up figures on a guest check (extending and addition); how to make change; how to get quotes from a bus company as to the cost of a bus for a two-day trip (calculating miles and map reading); how to total hotel costs when tax is necessary for city and state; how to figure the amount they should leave as "tip" when paying for their own evening meal in a restaurant; how to budget spending money so they didn't run out the first day of a two-day trip; how to come to a consensus as to what to do with "profit"; should they repay the original grant so others might benefit from that money in the future??? Everything they did involved economics! And the above list is only partial. With the profits of the restaurant, the group decided to repay the original mini-grant, thereby allowing others the opportunity to use the money. Repayment had never happened in the district with grant funding. It was quite a shock to district administrators that children could value the opportunity to receive money so much that they were willing to repay it out of their profits.

HELENA BELDON, *East Elementary School, Windham, Ohio,* developed "A Bright Future Rooted in a Strong Past" for her fourth-grade class. The focus of this project was instilling pride in community. Since the fourth-grade curriculum used an interdisciplinary approach, the teacher wanted to integrate as many disciplines as possible. The project itself encompassed three broad areas. Interwoven into all of them was a solid grounding in economic fundamentals. Part One: They studied the history of their community, learning why the community was settled, factors that led to growth, and events which caused the community to change. Students focused on economic terms such as *wants* and *needs, scarcity of commodities, supply and demand,* and *opportunity cost.* The children compared how these concepts had a different meaning to their pioneer forefathers than they do for them. Part Two: Students reflected on what makes their community unique. Continuing the theme of pride in their town, they made brochures to promote the community to businesses that might be considering expansion, in effect becoming their own Chamber of Commerce. Part Three: By chance and hard work, the fourth graders were chosen to perform at the Ameriflora celebration in Columbus. Major fund-raising was involved, and again economic concepts were stressed, such as *profit, service, product*, and *advertising*. The children were evaluated by means of tests, projects, and through their participation. Pride, however, was not measured but reflected in the children's smiles.

PAMELA B. SANDERS, *Bonneville Elementary School, Orlando, Florida*, created "Micro Society" for all fourth- and fifth-grade students, including emotionally handicapped, educable mentally retarded, learning disabled, and gifted. Many of the students came from home environments where parents did not work. Those parents that worked offered a very narrow range of career choices for their children. Through the "Micro Society," the students were introduced to a wide variety of career opportunities. Very few of the students would have any background or encouragement to train for, or pursue jobs in fields other than construction, truck driving, or cocktail waitress. While these are all honorable professions, the students needed to have the tools available to make choices. After being involved in "Micro," students wanted to be attorneys, own their own businesses, or even run for the Senate. The students also needed additional practice problem solving and using basic skills. In addition, many of the students did not see a need for work or education. They had been exposed to getting along with a minimum effort at the government's expense. The students from working families saw a vicious cycle of economically hard times with working parents in low income jobs. The unit's goal was to prepare students for a life in the American free enterprise system, armed with the basic skills and knowledge necessary. This was accomplished by providing a problem-solving integrated curriculum. While working in the "Micro Society," students increased their academic knowledge by using math, reading, vocabulary, economics, marketing, law and government, crime and consequences, writing, problem solving, risk taking, and social skills daily. Students in "Micro" used applied math daily (percents to pay taxes, tuition, students, ledgers, student bank accounts and loans). The Micro students learned about law and crime and consequences as they solved problems in the Superior Court of Micro. The Micro Senate made laws that kept Micro running smoothly. The City Hall provided the services the citizens demanded. These were paid for by Micro Taxes. The Micro Society was coordinated by the Curriculum Resource Teacher. All teachers in fourth and fifth grades along with some support personnel were behind this project and worked with it daily. The teachers were astonished by the growth in their students due to the introduction of Micro into their school.

LANA C. NEUMEIER, *Tilles Elementary School, Fort Smith, Arkansas*, designed "The Economics of an Endangered Environment, a 12-week economics and environmental unit centered around the threatened rainforests of South America, and what young citizens can do to help save them. This unit integrated economics with many subjects, which mainly included geography, science, and formal and creative writing. The students grew in their knowledge of, and appreciation for, our delicate resources in the rainforests, and how economic activity plays an important role in the decisions involving the "lungs of the earth." The students' knowledge grew out of a combination of strategies that were used throughout the unit. The first two weeks were spent reading informational books and articles to the students about the rainforests of the world. This aroused a great interest and also gave a lot of background information. The teacher then created an original story to read to the students, as a way to tie the rainforests and its plants and animals to the idea of how human interaction affects this delicate environment. She designed the story to be self-guiding. There were certain stopping points throughout it, where an economics concept could be explained and then the teacher could stop and do an activity with the student on that concept. The fourth-grade students also did many environmentally conscious and responsible citizen activities to grow both as citizens of this economic world and as concerned individuals for the future of the rainforests that keep our world alive. The main highlights of the unit were, to name a few: (1) Students conducted fast-food surveys to see if some places used beef from rainforest cattle ranches; (2) Students sponsored an aluminum can-collecting drive; (3) Students took a field trip to a recycling center; and (4) Students made and sold papier-mâché bowls to adopt and save acres of rainforest land.

OMA L. BLACKWELL, LISA FREEMAN, ANDREA SIROONIAN and SHIRLEY WALKER, *Root Elementary School, Fayetteville, Arkansas*, collaborated to create "Kids Choose Entrepreneurship: A Restructuring Approach to the Teaching of Economics." On May 13, 1992, 70 fourth-grade students, the target class of the America 2000 initiative, got on school buses and set out to complete a responsibility that few of their peers around the nation will ever have. They were on an expedition to pay their bills. This field trip was the culmination of eight months of study and work required to earn the title, "future entrepreneurs." This economic project was part of a total school restructuring process designed to increase time on task by developing interdisciplinary curriculum activities that combine the learning of two or more curricular areas and eliminate the problem of scarcity of time that is dominant in the single subject curriculum. It began as a total school effort to increase student knowledge about famous Americans. Each grade level chose one famous American to study and present to the total school during a month of the school year. The fourth grade chose Betsy Ross and during the month of October researched her life, both factual and fictional, and presented their findings through decorating the school display case and giving reports over the intercom each morning during the last week of the month. The fourth graders enjoyed this experience very much and requested that their teachers permit them to continue the study of famous Americans. The teachers capitalized on this enthusiasm, and through their grade level group professional development plan—another school restructuring process—they developed a project to integrate the curricular areas of social studies and language arts into the study of economics. This project allowed students to study about famous Americans (the project was later expanded to include famous state and world leaders as well) and write reports on these personalities using a research and composition process begun with these students the previous year—an additional school restructuring process. The reports would be compiled into three separate books, one for each classroom, and produced as a good to be sold for a profit. The teacher also decided to use a resource book available from the Joint Council on Economic Education entitled *Community Publishing Company*. With the guidance of their teachers, the students formed three "general partnership" publishing companies, studied the economic terms needed to understand the workings of the business world, formed specialized committees to get the work done, conducted a market survey to find out how many books to print and how much to charge for each one, put together a business plan to present to a bank loan officer, obtained bank loans of $100 for each company, researched and wrote the reports, produced the final draft of the books using technology, set up an advertising campaign, and conducted a sales reception at which they sold enough books to make a $125 profit for each company. Another restructuring process of the school was to make school learning activities more relevant to the real-life experiences of the students. Each student took two field trips into the community—a specialized trip and the trip taken by all the students that served as the culminating activity of the project. The Production and Marketing committees traveled to the district print shop to learn about the cost involved in the printing of the product. They also became experts on the use of capital resources in the production process. The Finance committee traveled to local banks to present their business plan and secure financing for their product. They became experts in the concept of the entrepreneur. It was their responsibility to identify the risks in starting and operating a business. The Advertising committee planned the advertising campaign and the school sales reception and made trips to the store for supplies and to local radio stations to make radio commercials. The Editing committee traveled to one of the local high school classes to learn how to use technology in production. These last two committees became experts on the human resources factor of production. It was their responsibility to identify the human resources necessary for production. Each committee then shared their knowledge with the rest of the students in the class.

RAYMOND E. SCOTT, *Westminster East Middle School, Westminster, Maryland*, developed "Case Studies: Economics vs. the Environment" for sixth-grade social studies students. This activity was designed to be an extension of a comprehensive economics unit. The students needed to know a basic core of economic concepts and vocabulary before starting it. Classes were organized into five mixed-ability learning groups. Each group was assigned a case study to complete. The case studies were about people involved in different industries including ivory, steel, development, tobacco, and logging. They dealt with an environmental problem faced by each industry. To complete the activity, the students read stories about people who are faced with tough economic decisions and the environmental consequences of those decisions. There were worksheets with each story that linked economic concepts to environmental concerns and finally each cooperative group was expected to present their stories and conclusions to the rest of the class. The activity included an introduction lesson and an evaluation tool. It took five or six class periods to complete. The objectives all related to environmental questions. The students would (1) construct a decision-making grid based on the alternatives and criteria that the person in the story would need to consider, (2) decide which alternative the person in the story would choose, (3) decide which criteria the person in the story would consider the most important, (4) be able to list the opportunity costs of that decision, (5) be able to explain how that decision will affect the environment, (6) be able to explain how the decision will affect the productivity of that person, (7) be able to explain how the laws of supply and demand apply in each story, and (8) construct a strategy for solving the environmental problem through economic means.

DEBORA L. HEVENER, REGINA ARNDT REGISTER, and JANICE KAY TEEHAN, *Socrum Elementary School, Lakeland, Florida*, collaborated to develop "Castles to Corporations: A Study of Middle Age Guilds and Twentieth Century Businesses" for sixth-grade students. The existing county curriculum promoted integration of social studies and reading. Both subjects dealt with the Middle Ages and provided an opportunity for the development of a thematic unit. Once the decision was made to develop a thematic unit, the goal was to integrate every other curricular area possible. All disciplines, including music, art, math, P.E., etc., were included in some phase of the unit. Economic education was included with the idea that a comparison and contrast between then and now would be the best way to develop the necessary concepts. Background information was developed so the students would be able to make comparisons. Guest speakers helped acquaint the students with the painstaking methods used in the Middle Ages to make clothing. These methods were contrasted with our modern production and assembly lines. The development of guilds and specialization was compared to our labor force and job specialization today. The students learned how to create and produce their own products to sell. As they worked to create goods, comparisons and contrasts were made between the two time periods. As the sale date for our goods approached, the PACED model to help develop a cost analysis was used. The choices made by the students were reasonable. The sale of goods was successful and the necessary funds were raised. The student gained a valuable experience that will stay with them for life. They have developed an understanding of basic economic concepts through real-life experiences. The students are better prepared to meet and make life's decisions because of their involvement in this unit. The students were given a taste of what an adult faces in our economy today. They applied for a loan, used seed money to buy supplies, were involved in an assembly line, made choices about supply, demand, and retail prices, maintained an updated daily log, kept a business ledger and sold their goods. These are all vital skills for adults in our free enterprise system.

Chapter Three

JUNIOR HIGH SCHOOL LEVEL: GRADES 7–9[†]

ONCE UPON A WALL STREET DREARY, ECONOMICS MADE ME CHEERY.

Quoth the Keynesian: "Less is more."

An Economics Unit for Grade Eight

Sheryl Szot Gallaher
Grissom Junior High School, Tinley Park, Illinois

OVERVIEW

This project combined economics concepts—from scarcity and opportunity cost to taxation and free trade—with the study of literature. Students applied the notion of choices to the short stories they read, and they examined the costs and benefits of poetry in the lives of Edgar Allan Poe and Robert Frost. They conducted a market survey, constructed supply and demand curves, and discussed profits, losses, and specialization as they produced a product to sell. They took field trips: one to a neighborhood grocery to compare goods and services, another to the local library to learn to use high-tech computerized retrieval systems in doing research for their debates about taxation and free trade. They welcomed one guest who demonstrated cake-decorating techniques and helped them prepare for a cupcake sale; they heard a speaker from Commonwealth Edison talk about economics in corporate America and about the importance of workplace literacy and decision-making skills. They studied competition and developed marketing strategies while studying propaganda techniques, then used their knowledge to advertise the product of their two competing businesses. At the same time, they compared their own competitiveness to that of the characters in the *The Old Man and the Sea* and *Don Quixote*. Finally, they earned classroom money for the work they accomplished, opened bank accounts and accumulated interest, and completed the 1040EZ income tax form as part of their research on taxation and their reading of nonfiction.

[†] The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscripts.

RATIONALE

At the junior school level, the study of economics is usually undertaken, if at all, within the social studies strand of the curriculum. Teaching English, then, would seem to preclude any economics topics. Yet, as a teacher of literature, I set out to prove that students can just as well learn and understand economics concepts while studying the short story, poetry, the novel, and nonfiction writing, as in the context of politics, war, names, and dates. I posed these questions to myself:

Could not the five-step decision-making process be applied to an analysis of choices made by characters in short stories? Might not the production possibilities curve be used to examine a poet's output? Would not a cost-benefit analysis explain Don Quixote's ongoing quest? Could not the notions of free trade and taxation be made clear by reading nonfiction in periodicals, completing research papers, and conducting classroom debates? In my opinion, each answer was yes; it seemed apparent that the skills necessary for the comprehension of literary techniques could be mastered concurrently with the development of economic literacy. What a bonus!

My students' enthusiasm reinforced my initial optimism. The interest that they exhibited in the structure and operation of a free enterprise system was gratifying for me to observe. Their excitement in participating in free market activities such as banking and competition made this school year a most exciting one for all of us.

NARRATIVE

These lessons, which were taught to a group of 30 high-achieving eighth graders, lasted for an entire school year but could easily be condensed. Because the topics included four genres of literature, each could be isolated and the related economics concepts discussed separately. Of course, individual readings may be chosen by the classroom teacher or may be taken from anthologies used in eighth-grade classrooms. The text from which some of the lessons in this unit were taken is *Enjoying Literature* (Scribner-Laidlaw, 1989). We also read *The Old Man and the Sea* and *Don Quixote*, but again, the novels chosen by individual teachers can be as varied as the teachers themselves. Finally, the nonfiction readings came from periodicals, books, and newspapers, as well as from our text. These, too, should be teacher-selected to coincide with student ability and interest, as well as economic relevance.

SAMPLE LESSONS

Lesson One: The Short Story

Objectives—

At the completion of this lesson, students will be able to:

- explain the concept of opportunity cost
- identify the choices and opportunity costs of fictional characters
- use the five-step decision-making process
- analyze short story characters' choices based on the five-step process

- predict how stories would differ had choices been different
- plan a free market enterprise based upon Poe's short stories
- conduct a market survey
- construct supply and demand curves
- identify the market clearing price
- explain shortage and surplus

Materials—

A reading list of short stories
A copy of the five-step decision-making process
Charts and graphs for constructing supply and demand curves
(Optional: Video "Trade-Offs," Lesson 12, "At What Price?" JCEE)

Procedure—

This lesson begins with a discussion of scarcity, choices and opportunity costs. Students should be helped to recognize that because we do not possess all the resources we need to produce all the goods and services we want, we need to make choices. Each choice requires that something be given up; that something is the opportunity cost.

Students should be reminded that choices should be made based upon sound reasoning and rational decisions, not merely chance. They should recognize that they, in their role as students, are in control of the choices they make and should make their decisions wisely. At this time, students should be introduced to the five-step decision-making process. Several examples should be used in class so that students will understand the difference between alternatives and criteria. It is especially important for the development of communication skills that students be encouraged to discuss the reasons for their choices.

After reading a short story, students should complete a decision-making chart which examines how characters in the story made choices. Discussion should follow which analyzes whether the choices made were appropriate, especially in terms of the opportunity costs incurred. Furthermore, students may wish to predict whether other choices might have affected the characters differently. These discussion methods will give students practice in using higher level cognitive skills, such as analysis, synthesis, and evaluation.

Because this lesson takes place in the fall of the school year, the short stories of Edgar Allan Poe are appropriate to the Halloween season. Students form cooperative groups with each group being responsible for reading a Poe story ("The Black Cat," "The Cask of Amontillado," "The Tell-tale Heart," "The Masque of the Red Death," and "The Sphinx"). Each group makes a presentation which identifies the characters, setting, conflict, climax and resolution of their story. The presentation should be creative and must include a visual aid. The open-ended aspect of this assignment allows for various learning styles in each cooperative group and also for the demonstration of differing talents such as art, drama, puppetry, etc.

As a culminating economic activity, students form a corporation called the "Edgar Allan Poe-stal Service" and design Halloween cards (a good) which they will sell and deliver (a service) to the lockers of students on the day before Halloween. To prepare for their sale, students are introduced to the notion of a market survey which will, in turn, help them construct a demand curve. With the permission of other teachers, students visit each math class and ask, "How many of you would be willing to buy these cards at a price of $1.00/.50/.25/.10/ or .05?" They tally the responses and return to class. On the overhead projector, their data are recorded on a chart and then converted to a graph to complete the demand schedule.

Then, students are asked how many of them would be willing to expend their time, talent, and energy to make the cards if the selling price were to be $1.00/.50/.25/.10/ or .05. Their responses are recorded and then put on a graph for the supply schedule. Students should be aided in recognizing that the intersection of the demand and supply curves is called the market clearing price, and that the intersection shows the price and quantity at which their cards will be sold efficiently.

At this time the concepts of shortage and surplus should be discussed, and students should suggest how price increases or decreases may help to clear the market in each case. The JCEE video, "Trade-Offs" (Lesson 12, "At What Price?"), may be used here to reinforce the concepts.

Lesson Two: Poetry

Objectives—

At the completion of this lesson, students will be able to:
- define specialization
- demonstrate division of labor
- define human, natural, and capital resources
- interpret poetic devices and suggest a poet's other alternatives
- plan a schoolwide sales project
- compare prices of consumer goods
- choose ingredients for sale items based upon the five-step process
- construct a production possibilities curve
- keep records of profits and losses

Materials—

A reading list of poetry
Construction paper
Scissors, markers, string, glitter, other decorations
Newspaper advertisements from grocery stores

Procedures—

This lesson begins with a study of poetry: its meter, language, imagery, devices, and subtlety. Students are encouraged to appreciate the beauty of poetry as it is spoken, not read. A variety of poets are studied, in order to demonstrate to students the richness of language from many sources.

Special attention may be given to poets who were writers of other forms of literature as well. A good example would be Edgar Allan Poe, since his short stories have already been examined. "The Raven" is always a favorite of junior high students because of its rhyme, meter, and haunting language. A preliminary survey of the concept of production possibilities is easily undertaken in this regard too. Students may be asked how much more poetry Poe might have written had he chosen to concentrate on poems and not written any stories. Conversely, how many more stories would he have created had he specialized only in that genre? Students can be guided to the realization that if Poe had only these two choices, by choosing poetry, short stories were his opportunity cost, and vice versa. Some students may offer the suggestion that Poe's choice need not have been an "all or nothing" proposition. He did, in fact, choose to write some stories and some poems, but the fact is, his production of one type of literature was reduced because he chose to produce another type instead of specializing.

After this concept is understood, the poetry unit is best completed with a study of another popular poet, Robert Frost. Since this lesson occurs in the second semester, the Christmas holiday allows for a fitting culmination to the study of poetry and an economics lesson as well. Students once again form cooperative groups and plan a "Robert Frosted Cupcake Sale." The basic economic concepts to be stressed are specialization, production possibilities, and profit-loss.

Planning begins as students brainstorm ideas about ingredients, techniques, prices, and advertising plans. Local grocery advertising sections from the newspaper are brought to class so that students may compare prices and quantities. After a decision has been made as to what kinds of cupcakes are to be produced, a field trip to a local grocer is requested. Prior to the trip, students design holiday decorations to take to the store to show their appreciation for the tour. The class is divided into two groups; in one group, each student works alone to produce decorations and is paid either $1, $5, or $10 per decoration in classroom currency. On the other side of the classroom, students are encouraged to devise a system of division of labor; they also will be paid $1, $5, or $10 per decoration. Students on both sides of the classroom are given natural resources (construction paper) free of charge, but must pay for capital goods such as scissors, markers, glitter, string, rulers, etc. Therefore, they must postpone consumption in favor of capital investment in order to maximize future profit. Although this last statement may seem sophisticated for eighth graders, it is easily understood when they actually complete the activity because those students who invest in capital goods are able to construct more valuable decorations whose quality brings them a better price.

When the time comes to visit the grocery, students return to their cooperative groups in order to shop for the various items needed for the cupcakes. The tour of the store gives them another view of division of labor as they see the many jobs that are going on in the supermarket. Upon return to the classroom, students are given the ingredients necessary to bake two dozen cupcakes. (Each student makes the cupcakes at home and brings them to school uniced. The icing is done in school.)

With the cooperation of the home economics teacher, students are allowed to use the kitchens during a regular classtime to ice the cupcakes. This gives yet another opportunity to discuss production possibilities and construct a production possibilities curve.

Groups of students are given two bowls of icing, one red and one green. They are given one minute to ice as many red cupcakes as possible; they record their results on a chart. During the next minute, students spend 40 seconds icing red cupcakes and 20 seconds icing green ones. Again results are recorded. The third minute calls for 20 seconds of red iced cupcakes and 40 seconds of green iced ones. Finally, no time is given to the red icing, and the entire 60 seconds is used to ice green cakes. After the charts are completed, the result are transferred to a bar graph so that students can visualize the concepts that "in a two-good economy, as production of one increases, production of the second decreases." The data from the bar graph is then converted to the Production Possibilities Curve.

After the curve is complete, students are asked to suggest how production can fall within the frontier of the curve. Possible responses include inefficiency, absenteeism, carelessness. How could production reach beyond the frontier? (New technology, faster and more efficient workers.)

Students should be able to understand that a two-good economy is merely a model, but the concept of productivity is very real. Quality of output should be stressed so students realize that pretty, tasty cupcakes will sell better than those that are not. If possible, a guest speaker might be invited to class to demonstrate the proper techniques for decorating cupcakes in an attractive way.

After the cupcakes are completed, students make up a schedule of times when they will be available to sell the products; permission passes must be requested from their respective teachers so that they may be released from class. They are given enough change to begin their sale, and they must keep accurate records of all money spent and taken in. After the sale, receipts are counted, the amount of profit is calculated, and the lesson's major concepts are reviewed.

Lesson Five: A Free Market Economy

Objectives—

At the completion of this lesson, students will be able to:

- keep records of savings and checking accounts
- calculate interest
- define public goods
- define progressive, regressive, and proportional taxation
- complete the 1040EZ income tax form
- define exemptions and deductions
- use the tax table to determine tax

Materials—

Savings and checking account materials from "Mini-Economy"
Copies of IRS income tax form 1040EZ
Copies of corporate W-2 forms
Copies of IRS income tax tables
Classroom currency
"Taxes in U.S. History," Video #3 (Fairness and the Income Tax), JCEE

Procedures—

This part of the lesson is an ongoing one which can be of any length. By conducting this simulation during the spring of the year, the April 15th tax deadline is quite appropriate, and students are likely to bring to school their families' concerns about income tax.

Students are introduced to the notion of a free market economy and their participation in one. They will be able to earn classroom currency by exhibiting appropriate behaviors; the currency, then, can be used to purchase classroom premiums or may be saved for future consumption. Two options for saving are available: savings accounts earn 10% interest per week; checking accounts are noninterest bearing. Taxes of $25 per week are collected on Friday afternoons. The classroom tally sheets are kept in folders in class so that all records are available at tax time.

At this time, a guest speaker representing corporate America may be invited to the classroom to discuss with students their roles in the economy, both as consumers now and as producers and taxpayers in the future. The differences between individual and corporate taxes may be introduced, as well as the reasons why businesses qualify for various tax incentives.

Students may wonder why taxes are important. Admittedly, in the classroom simulation, taxes are collected merely to recreate a realistic view of a free market. However, in the real world, taxes serve an authentic need. Students should be asked what taxes are used for, and their responses should be listed on the chalkboard. Discussion follows with questions such as, "Who would pay for these goods and services if it were left to the free market?" "Who would provide postal service, defense, schools, fire and police protection for all citizens if each person had to pay for his/her own?" "What would happen to people who could not afford services?"

From these questions should follow the concept of public goods, the fact that they are not private in consumption, and that nonpayers are nonexcludable. Therefore, public goods need to be provided by the government and financed by taxes.

As the discussion of taxes continues, students will undoubtedly express opinions about the fairness of taxation. At this time, the use of the video entitled "Fairness and the Income Tax" (from "Taxes in U.S. History," JCEE) would be appropriate for its discussion of a graduated income tax and several points of view on fairness. Students should recognize that the notion of fairness differs depending upon a person's financial position. From here, students can be led to an understanding of proportional, progressive, and regressive taxation and how sometimes seemingly progressive taxes can actually be regressive for certain segments of society. Students should be given many examples of tariffs, excise taxes, sales taxes, property taxes, luxury taxes, etc., so that they may evaluate them and decide what kind of tax each represents.

Once students seem familiar with taxation, the culminating activity begins. Students should gather all of their records of savings, earnings, and interest so that they may complete the necessary forms. By using a copy of a worker's W-2 form, students fill in their earnings and withholdings (i.e., the total from their tally sheets and the weekly taxes already paid, respectively). Then each student should receive a copy of the 1040EZ tax form while the teacher uses a transparency.

Students should be introduced to new vocabulary (such as adjusted gross income, exemptions, deductions, taxable income, and refund) as they work through their individual tax returns. Although the 1040EZ does not allow for anything but the standard deduction, students should nevertheless be aware of the deductibility of such things as mortgage interest, property taxes, medical expenses, business expenses, etc. After students have calculated their taxable incomes, they should use the tax table to find their tax and complete their return by signing it. Afterwards, students should exchange forms and check their classmates' calculations; it should be pointed out that the two most common errors on tax returns are mathematical miscalculations and failure to sign.

BEST COPY AVAILABLE

When the forms are complete and reexamined, the appropriate tax should be paid or a refund collected. Thus, this is a multidisciplinary lesson, using reading and reasoning skills, math problem-solving, a look at the history of income taxes, and, of course, the economics topic of public goods and taxation. Economics enters again, as students use the classroom currency they have saved to purchase goods and services at an end-of-the-year auction.

CONCLUSION

This long-term project was a valuable one for several reasons. First, my students shared their enthusiasm about the free enterprise system in their classroom work and in their eager completion of assignments. Their participation in discussions and in extra activities was complete and uninhibited. They showed an interest in current events, especially in those with economic topics. In decision making, they exhibited a maturity in examining alternatives rationally and thoughtfully.

Empirically, it was evident from the pre- and posttests that learning had occurred. The average score on the 33 item pretest was 45%, while the average score on the same posttest given eight months later had risen to 85%. This reflected an increase of 88%.

Even the parents of my students were impressed by their children's classwork. During conferences, several parents commented on their own surprise at the junior high interest in the topics we were covering. One even expressed surprise at her son's regular reading of the business section of the local newspaper.

The administrators both in my school and at the district office were also pleased with the work the students were doing. My principal encouraged me to invite outside speakers in, and he invited me to make a presentation to our school board to detail the things my class was doing.

I know that the other students in our junior high appreciated the various business enterprises in which my students were involved. It afforded them the opportunity for lunchtime snacks and specialties that are not often available in our school.

Finally, this year was a special one for me. I had the good fortune to see students genuinely learn by doing. I watched as they discovered concepts through simulations and economic activities. I participated in their cooperative groups from time to time as a "guest" member, so that I could observe their problem-solving processes and listen in on their persuasive discussions. Although the project required planning and direction, the cooperation I received from other teachers truly made these activities multidisciplinary. I think that we all gained from the experiences of my students.

THE ECONOMICS OF CLEAN AIR: CLEAN AIR FOR SALE

An Eighth-Grade Economics Unit

John R. Joachim
Princeton Junior High School, Sharonville, Ohio

BACKGROUND AND RATIONALE

The Princeton City School District is unique in that it comprises three cities, three villages, four townships, and three Northern Cincinnati suburban counties. It is the goal of the Princeton City Schools to open every avenue possible for the multicultural and varied socioeconomic youth of the district so they may become dedicated citizens. The curriculum is designed to enhance the necessary knowledge and skill to reach their full life potential. This unit was used in the core curriculum of environmental science for eighth-grade students at the junior high school level.

The public's access to clean air is a good illustration of how degraded environmental quality affects individuals. The cost of clean air treatment depends upon the amount of pollution present in the air being treated. Consumers like my students must pay to remove contaminants and purify air not only for human consumption but also for the earth at large and the inhabitants that must live in close harmony with man. The dirtier the air, the more the consumer (my students) must pay. I knew my students were ready to react when they commented, "The only way air will change is when we die of contamination, and we won't even know what happened." My students did not appear to understand the cost and trade-off for a clean environment.

The decision of how and if to use a resource requires a trade-off of goals. If a resource is used for one thing, it may not be available for another one. Careful planning will reduce both economic and environmental costs. If any use involves a tremendously high economic or environmental cost, perhaps it is a signal that alternatives uses and goals should be sought. It also was a signal my students needed to understand a mini-course on economics that affected THEM NOW. If my students recognize the scarcity of resources such as clean air, they will be more likely to make the best use of this limited resource. Do we have any Clean Air for Sale?

ECONOMIC CONCEPTS AND PRINCIPLES

Economic Concepts

The scarcity of clean air
Clean air, as environmental resource
The social cost of clean air
The social benefit of clean air
The cost of clean air

The market solution to clean air
Government standards and market solutions to clean air as
an aesthetic value

Principles

Clean air is a desirable resource
Clean air is NOT FREE
Solutions to the clean air problem by environmental economics include regulation, government takeover, and a tax or subsidy approach.

EDUCATIONAL OBJECTIVES

1. To show that clean air is costly. If we want clean air, we must pay the price.
2. To show how population growth will use clean air and return "used" air to "spaceship earth."
3. To show what the economic origin of polluted air is.
4. To prove free goods can become scarce.
5. To understand that there is a cost and price to clean air, and a supply and demand curve can be established.
6. To show there is a market solution to clean air.
7. To indicate there are four economic environmental solutions; however, they may NOT satisfy people who think clean air has a value that is higher than the valuation given to it by other consumers and governmental standards.

ACTIVITY DESCRIPTION

Day One	Overview of the Unit Experiment for Clean Air Air Pollution Fact Sheet
Day Two	The Pretest Questions and Discussion of Air Pollution Fact Sheet Lecture: How Much Clean Air Do You Want to Buy?
Day Three	Discussion of the Three E's (Energy, Economics, the Environment) Movie: "The Three E's" Preparation for Guest Speaker Homework: Air Pollution Questionnaire
Day Four	Guest Speaker: The Cost of Air Pollution Homework: The Political Action Fighter

Day Five	Questions Concerning Topic of Speaker Go Over Air Pollution Questionnaire Begin Lecture: The Basis for Dire Predictions Prepare for Game: "The City of Ohtue" (similar to Monopoly, with the goal of acquiring wealth—not at the expense of pure air)
Day Six	"The City of Ohtue" game
Day Seven	Discuss Results of Game and Review Market and Governmental Regulation Review Homework: Political Action Fighter
Day Eight	Test and Review of Unit

CONCLUSION

In our American society today we are bombarded with the realities and principles of economics by what we read, experience, and predict for the future. Regretfully, our basic educational system has NOT justified a formal discussion of the fundamental and practical issue of our economy. Is it any wonder 40 percent of Americans cannot balance a checkbook, much less form a budget and monetary policy for their own economy? Young people today are not conscious of supply and demand as a determinant of scarcity, yet live in a nation of scarce products and services. Students quickly agree alternatives for clean air do not appear to be available. This economic teaching unit attempted to answer the how and why of this issue. The students were successful and enjoyed the innovative teaching style utilized to obtain my attitude, behavior, and skill objectives.

All students participated in the final unit evaluation and my teaching techniques. Student evaluation of the teaching program revealed the following general data from the indicated questions:

1. How important is this brief introduction of clean air economics to you?
   Ninety-one percent of the sample indicated clean air economics was very important or valuable in their future life.

2. What did you particularly like about the unit?
   My students liked the following activities in order of preference: "The City of Ohtue" game; laboratory activities; movies and speaker; interview with community individuals

3. What did you particularly dislike about the unit (in order of dislike)?
   Tests, lectures, taking notes on movie

4. How would you teach the unit?
   Many students could not offer any comment to this question except to say, "the way you did." Some students suggested a field trip to an air testing center. The teaching unit was hard work and inspiring to this instructor. I was encouraged by the high scores on the final examination. The most important motivational factor for the economic unit can be summed up with a play on words—"It's Working."

MIND YOUR OWN BUSINESS: ECONOMICS AND ENTREPRENEURSHIP

An Economics Unit for the Middle School

Glenda H. Wills
Mabry Middle School, Marietta, Georgia

INTRODUCTION

"Mind Your Own Business" is a study of entrepreneurship, through which economic concepts are taught. Concept development begins with a study of innovation surges in the economy, the emergence of great American industries, and the identification of an entrepreneurial spirit bred in America.

Basic economic concepts are covered with myriad materials available from the Georgia Council on Economic Education. The stock market is studied and students participate in the computerized version of the Stock Market Game.

Students develop their own entrepreneurial ventures through use of the "Entrepreneur's Toolbox," a graphic handout which details the factors necessary to create and maintain a successful business. Students take a market survey, develop a business plan, and use earned capital for production costs. Several weeks are spent in production, marketing, and advertising Twenty-five items are made for sale, displayed in a student-made booth, and marketed on business day.

Students are given checkbooks with a credit line for shopping, and the return on their investment is their purchase of items. Following market day, students complete an income statement and business analysis. Several days are spent identifying economic concepts learned from this experience as well as business lessons.

During the 12-week period, a number of business speakers are guests, and students do outside reading and research to enhance their abilities as entrepreneurs, both now and in the future!

RATIONALE

The unit was created following a research project and scholarly study designed to examine the viability of teaching economic concepts to middle school gifted students through a study of entrepreneurship. It was determined that middle school theory suggested curriculum which examines a subject's use in the student's life and analysis of and responsiveness to the changing needs and conditions of the future. In readings on gifted children, studies were done which compared the traits of gifted with the traits of entrepreneurs—risk taking, nonconformists, high energy innovators.

Finally, the very nature of entrepreneurship requires the higher level thinking skills of application, analysis, synthesis, and evaluation as economic information is used to create a successful business. The nature of the gifted, the theory of middle school learning, and the egocentric nature of the middle school child made entrepreneurship the ideal vehicle through which to teach economic concepts. Students were completely absorbed in their business, competing for excellence, and forming a basis for success in the future as they move into a challenging economic century. We clearly need economically literate scholars and leaders to retain our place as a leading contender in the global village.

GOALS AND OBJECTIVES

Cognitive Goals

1. Students will explain the role of the entrepreneur in the American economy.
2. Students will identify the characteristics of successful entrepreneurs.
3. Students, through the study of entrepreneurs of the past two centuries, will identify the concept of changing economies.
4. Students will understand the process involved in starting and operating a successful business.
5. Students will explain the importance of planning and seeking advice in the operation of a business.
6. Students will apply concepts of basic economics to the development of a successful business.

Affective Goals

1. Students will develop an appreciation for the mixed market economic system.
2. Students will develop a sense of their own abilities to be successful entrepreneurs.
3. Students will understand that the success of our society rests upon the economic literacy of its citizens.

Objectives

1. The student will identify various entrepreneurs, their common characteristics, and the important contributions they made in our economy (basic economic questions).

2. Students will identify changing economies and innovation surges as related to entrepreneurial ideas.

3. Students will identify the steps in setting up a business, including the importance of documentation.

4. Students will identify the purpose and procedures of taking a market survey, developing a marketing plan, and effectively advertising a business (competition, choice, opportunity cost, consumer).

5. Students will identify the various forms of business and the advantages and disadvantages of each (sole proprietorship, partnership, corporation).

6. Students will identify forms of record keeping, various financial procedures, and tax information necessary for a business (profit, loss, income, savings, interest, capital).

7. Students will identify the importance of advisers such as attorney, banker, accountant, advertising agent to business.

8. Students will apply the knowledge of economic concepts to forecast the success of a business (supply and demand, factors of production, division of labor, specialization, monopoly, competition, free enterprise).

9. Students will read the stock market pages, complete simple transactions and understand the stock market as related to raising capital for business (stock market vocabulary).

10. Students will relate the contribution of an individual and individual business to the economic cycle (circular flow, gross national product, inflation, recession, market economy).

11. Students will use higher thinking skills of application, evaluation, and analysis to relate entrepreneurship to the world economy (international trade, command economy, traditional economy, interdependence).

12. Students will relate the success of the production of goods and services to the basic economic questions (scarcity, limited resources, wants, needs).

VOCABULARY

Business and Economic Vocabulary

Wants
Scarcity
Goods
Services
Economics
Production
Consumers
Taxes
Opportunity Cost
Natural Resources
Capital
Income
Interdependence
Specialization
Division of Labor

Entrepreneur
Barter
Savings
Interest
Factors of Production
Supply and Demand
Diversity
Monopoly
Competition
Prototype
Sole Proprietorship
Corporation
Partnership
Distribution

Taxes
Profit
Loss
Market Economy
Command Economy
Traditional Economy
Circular Flow
Free Enterprise
Choice
Inflation
Recession
Gross National Product
Trade-Offs
Absolute Advantage

Stock Market Vocabulary

Investor
Speculator
Trader
Price Earnings Ratio
Dividend
Asset
Block
Volume

Yield
Close
52-Week High Low
Change
Daily High Low
Securities
Equity
Over-the-Counter
Stock Exchange

Selling Short
Bull Market
Bear Market
Maturity
Capital Gains
Common Stock
Preferred Stock
Liquidity

PROCEDURES

Week One

Innovation surges and entrepreneurs of the past are studied. Resources used are *Cobblestone Magazine*'s "Entrepreneurs of the Past," Nathan Asseng's book series on entrepreneurs, the film "Edison's Legacy" and the learning center "Can Kids Be Entrepreneurs?" The concept of changing economies and innovation through entrepreneurship is stressed. Historically, many entrepreneurs began businesses in their adolescence, displaying entrepreneurial tendencies as early as twelve. This creates enormous interest for the students. Speaker: Local entrepreneur.

Week Two

The stock market history is studied from yet another *Cobblestone* issue; then students move through lessons prepared by the teacher and from the Stock Market Game lessons. Students learn to read the stock pages, divide into teams and, using a hypothetical $100,000, invest in the market for a 10-week period. Teams graph their weekly portfolios, watching the media for news affecting their stock. Speaker: Broker/analyst.

Week Three

The *Wall Street Journal* Classroom Edition is reviewed with accompanying lesson plans. Economic concepts on a global as well as national perspective are evident in these lesson plans. The students are introduced to the importance of reading to be informed of business and economic trends. Global economics, inflation, recession, unemployment are typical topics.

Week Four

Yes, kids CAN be entrepreneurs. A variety of contemporary entrepreneurs are studied through the learning center. Students are introduced to entrepreneurship for youth through the Fergi films, a series by Walt Disney, which depicts a group of teens as they begin a business, incorporate, diversify, and go bankrupt. Economic concepts are stressed throughout the films.

Week Five

Students are introduced to the concept of having their own business through the Mind Your Own Business unit. The Entrepreneur's Tool Box is introduced as well as the procedures for the unit. Students view a film made for students by students on starting your own business which closely parallels the Tool Box requirements. Motivation, management, people skills, ideas, and organizational abilities are reviewed. Market surveys are taken.

Week Six

A week of speakers introduces students to the importance of business advisers. Attorneys, accountants, bankers, advertising executives, and marketing experts have been frequent guests.

Week Seven

Students add to their economic vocabulary and knowledge through lessons which focus on key aspects of business such as raising capital, production costs, division and specialization of labor, and diversification. Materials from the Joint Council Junior High School Economic Activities and Economic Activities for Middle School Students (UGA) are used. An economics quiz is given.

Week Eight

Marketing plan and business plan are completed. Prototypes are finished. Films "I Can Do It" and "Famous Amos" are viewed and discussed relative to economic content. Outside reading is done from assigned articles on the reading list and book reports assigned several weeks ago are due.

Week Nine

This week focuses on marketing and advertising methods. Propaganda skills in reading curriculum are applied to formulation of an ad campaign (bandwagon, technical words, emotional words, repetition, etc.). Books and articles on the history of advertisement and American trademarks are used to relate to early enterprise and ads which targeted a different market. Students also pull magazine examples of types of ads as they begin to design their own posters, commercials, and booth. They examine the demographics and buying habits of their market to determine appropriate strategies.

Week Ten

Parents host a networking party for students with juice and donuts as they exchange their business cards and promote their product with students from all classes. Advertising posters are due and line the hallways, predicting the exciting Market Day to come. Students film 30-second video commercials complete with music and jingles to plug their products.

Week Eleven

Consumer economics to prepare shoppers for the big day is this week's topic! Balancing checkbooks, writing receipts, making consumer choices, opportunity cost, supply and demand, market clearing price, and general procedures for the business day are reviewed. Students must understand appropriate record-keeping procedures in order to complete profit and loss statements. Students view their commercials and begin to think of choices. A vocabulary test on economic concepts is given.

Week Twelve

Students set up booths one afternoon, deliver goods the next morning, and the shopping begins. Students have a certain credit line and must make choices, write checks and receipts for each item. Following Market Day, students complete a profit and loss statement by tallying their receipts and checks and weighing their costs and overhead. A business analysis activity is also finished and several days are spent reviewing economic concepts, consumer math, and taking a final exam.

EVALUATION

A variety of teacher-made vocabulary tests and quizzes were given. Ninety-five percent of the tests boasted scores of 88 percent or better. Formal evaluation of economic concepts learned was in the form of The Junior High Test of Economics (portions) and a teacher-made test. Both pretest and posttest were given with significant gains. Average score on the pretest was 18, with a gain of 16 points as the posttest had an average score of 34.

An attitudinal survey was also completed, revealing many positive attitudes and a newfound enthusiasm for economics. A variety of opportunities for students' attitude and acquisition of knowledge was provided through interaction with business speakers on subjects such as marketing, banking, and entrepreneurship.

A business analysis following Market Day addressed the students' evaluation of their own business success. Parents participated in this unit as speakers or in various roles during Market Day. Their comments were informally solicited and were enthusiastic and positive. Community reaction and faculty support were extremely favorable. The project was featured in national papers, garnered curriculum awards, and was also featured on CNN Newsroom.

THE UNITED STATES GETS A NEW FORM OF GOVERNMENT AND A TARIFF, TOO!

An Economics Unit for the Eighth Grade

Thomas H. Wessling
Southwood Middle School, Miami, Florida

INTRODUCTION

During the early formative years of the United States, the tariff was an important issue and had an overwhelming impact on political, economic, and social development of the country. While teaching United States history, it is essential to provide students with an understanding of what is a tariff, how it functions, and to give them knowledge of specific events. The goal of this project was to accommodate those essential elements and, also, to demonstrate to the students how the cost of products is influenced by tariffs and the ramifications that it has on consumers.

Procedures used to accomplish these goals included a pretest, instruction and discussion, a handout and worksheet, and a posttest to measure and evaluate improved awareness on the part of the students.

Two eighth-grade United States history classes received the applications. Both classes were very much the same in their composition and tended to perform similarly on common assignments. They were part of a middle school that was in transition from the traditional junior high school setting and, even though it will eventually offer grades six through eight, at the time of this undertaking the school still had grades seven through nine.

RATIONALE

This particular teaching unit was designed to involve students and to give them a better understanding of how a tariff operates. Traditionally, they are given the definition of a tariff and explained how it works, but never are there exercises that actually demonstrate for them how consumer purchasing power is influenced. United States history textbooks usually explain that the tariff was a source of revenue for the federal government, that it protected the start-up industries against lower priced foreign goods, and that the South didn't benefit as much as the North did from tariffs.

The standard of living issue is generally not discussed in history books either. This teaching unit brought this issue to the attention of the students and discussions were prompted concerning the relationship between income, expenses, and standard of living. Also, the technique of dumping was explained, and its long-term impact on American industries and jobs was explored. To add relevance for the students to these concerns, the class was directed into a discussion of present-day imported products, including the automobile and electronics markets, and the cost of products, trade deficit, and the national debt. The role of tariffs today and the standard of living were included in the discussion. It was designed to raise student awareness and help them form their own opinion.

This unit on the tariff integrated very successfully with the standard curriculum in those two classes. The topic of the American Revolution had just been concluded. The formation of the United States under the Articles of Confederation and its subsequent replacement with the constitutional form of government that we have today was studied, and we had just begun discussing the Presidency of George Washington and his first cabinet that included Secretary of the Treasury Alexander Hamilton.

GOALS AND OBJECTIVES

The primary objective of this activity was to educate students to the effect that tariffs have on the economy, to demonstrate what a tariff is, how it operates, and to explain the influence it had on events in the United States. As a result, the students were made aware of several things that are included within the concerns of economics. Some of the topics included were the Bank of the United States and how Congress created a national bank, Alexander Hamilton and some of his economic beliefs and programs, protective tariffs, embargoes, quotas, dumping, the 1828 Tariff of Abominations that resulted in Southern resentment, Henry Clay's American system, industry and agriculture's positions with respect to tariffs, and standard of living.

With respect to learning and the cognitive domain, the students increased their knowledge of specific facts which included dates, events, persons, and the magnitude of a phenomenon. They also gained knowledge of trends and sequences with respect to time. For instance, it increased their understanding of the continuity and development of American culture and life. This particular assignment did not really intend to influence any learning utilizing the affective domain.

Concerning the Dade County Public Schools district performance standards, this assignment applies to number (9.01) compare and contrast the positive and negative aspects of the industrial revolution and to number (10.01) analyze the growth of the early period of industrialization.

PROCEDURES

The pretest was given to the two United States history classes on Monday, November 19. It was completed in approximately 15 minutes. Students were told in advance that this test was not for a grade, that we had not studied the material as yet in class, and that it was merely to assess how much they might already know concerning tariffs. The next day, Tuesday, the 20th, the subject covering the early days of the new constitutional government was discussed. The tariff was featured as one of the most important issues since it was almost the only source of revenue for the new government. A handout was distributed that graphically demonstrated the money problems of the new nation and the effect of a protective tariff. The influence the tariff had in regional economics and the divisiveness it created between the North and the South was explored, especially with respect to the threat by South Carolina to secede from the Union. Finally, the issue was temporarily resolved with a compromise tariff in 1832. Wednesday, the 21st, the mechanics of a tariff were discussed with the objective of having students understand exactly how it influenced the cost of goods and the influence that it has on a country's standard of living. A worksheet was handed out and explained: the students were to complete it for homework and bring it to class the next day. Thursday, the 22nd, the worksheets were reviewed and discussed. There was a summary and discussion of the subject of early government and tariffs, questions were answered, and the posttest was administered. Since this test was not for a grade, the students checked their own work and the feedback was instantaneous. These procedures lasted the entire class period.

CONTENT

This is a brief summary of the lecture presented to the two United States history classes on Tuesday, November 20.

During the early years of the United States government there were three main political issues that were most often debated. One important issue was the role of the federal government in building roads and canals, another was the issue of slavery, and a third was that of the tariff.

In 1791 the new government of the United States of America had to deal with an oversight in the Constitution. There had been no provision made for a national bank. Alexander Hamilton, the first Secretary of the Treasury, encouraged the idea for a Bank of the United States. Congress was persuaded and passed a bill providing temporarily for a bank. The idea was controversial since the Constitution only gave the government power to raise and spend money but did not directly provide for an institution to handle money for the government. Hamilton also proposed several tax laws including a tariff on foreign goods that were imported into the country. His plan not only would raise money for the federal government, but it would also help to protect American manufacturers by increasing the price of foreign products. The latter is known as a protective tariff.

Initially, the South was as much in favor of the tariff as the North since it believed that it would industrialize and benefit equally. However, in a few years the South was committing to agriculture since it did not have the water power necessary to operate factories. The price of goods would rise because of the tariffs, but Southern agricultural wages would not keep pace with the industrial wages of the North, and a resentment developed over the years.

American industry grew quickly between 1807–1814. The Embargo Act and the War of 1812 with Britain put a halt to British importation and encouraged the U.S. manufacturers to expand. After the War was resolved, British goods came back into the American market, and by 1814 their relatively less expensive products resumed competition. American factories had start-up costs and could not manufacture and sell their products as inexpensively as the more established industries. In addition, Britain began dumping products on the American market hoping to defeat competitors and maybe even force them out of business. Dumping is selling products at low or unprofitable prices and even at a loss, if necessary in the short term, to reduce or destroy competition for the longer term. Later, without strong competition, the manufacturer doing the dumping can raise prices and increase profits due to less competition.

With the Tariff of 1816, the amount of tax rose to as much as 25 percent. Subsequent tariffs of 1818 and 1824 even exceeded that rate. Cost of goods to Americans grew, and the South was not able to keep up with this rate of increase. In 1828 a crisis occurred when Congress passed and President Adams approved a high tariff on wool, iron, molasses, and finished goods. The South referred to this as the Tariff of Abominations. Vice-President John C. Calhoun of South Carolina led the opposition and promoted an idea known as Nullification to protect states rights. This encouraged states to not obey an act of congress they believed to be unconstitutional and to declare it null and void. In 1832 another tariff was passed, and South Carolina assembled in convention and nullified the tariffs of 1828 and 1832. They declared that they would not collect tariff duties in their state. Also, South Carolina threatened to leave the Union. President Jackson stated that he would send soldiers to enforce the law and the South Carolinians backed down. Furthermore, Calhoun gave up the vice presidency and became a U.S. Senator. Together with Henry Clay, they worked out a compromise agreement for a new tariff which was approved in 1833.

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SUMMARY

Learning obviously did occur as a result of this teaching unit. Fifty-two students completed the unit and all achieved a better posttest score than they had in the pretest with one exception, and that person missed the same amount on both tests. The answers on the worksheet also confirmed that learning had taken place as a result of this teaching unit. Not only did the students learn and grasp the idea of a tariff, but they also demonstrated that they understood some of the consequences that result from tariffs, in particular the impact that they have on the pricing of products and on the standard of living. As a result of this exercise, the students had a better understanding of important economic factors that not only shaped the early formative years of the United States but eventually combined with the issue of slavery to cause the War Between the States during the 1860s.

GOOD IDEAS IN BRIEF: JUNIOR HIGH SCHOOL LEVEL

RUTH BALDOCK, *Pana Junior High School, Pana, Illinois*, created a unit entitled "Taxes in U.S. History" for eighth-grade social studies students. Its aim was to help students understand U.S. taxation within the context of their study of American history. Individual lessons spanned periods ranging from Washington's presidency up to modern times. Among the issues covered in the unit were the following: (1) why taxes are necessary, (2) how taxes influence people's behavior, (3) what is a fair tax, (4) how the government uses taxes to provide goods and services to the people of the U.S., and (5) the relationship between private and public goods and services and taxation. The unit was taught after the chapter on the American Revolution. In that unit, students learned the role taxation played in the political protests which culminated in the Revolutionary War. This unit preceded the class's study of the United States Constitution. It aided the students' understanding of how the Constitution corrected some of the problems of the Articles of Confederation in regard to financing the government. The unit also enhanced student understanding of the sixteenth amendment. The taxation unit took approximately three weeks.

NELSON POST and SYDNEY W. MURPHY, *Rogers Middle School, Eldorado, Arkansas*, collaborated on "Bunting Business or Impact of Elections on State Economies" for their seventh- and eighth-grade students. The study of economics was part of the extended curriculum offered through the Gifted and Talented Program. The focus was to be on microeconomic models and their impact on local economies. This group of talented, energetic young people began to grapple with economic concepts such as supply-demand, economic scarcity, market demand proration, law of diminishing returns, and many others. As the course of study unfolded, they found themselves applying these heretofore alien terms as easily as they used the multiplication tables. They began to find the ways in which businesses use the economic information available to them. Throughout the school year, the students corresponded with managers of hotels across America, with campaign staffers in states with primary elections, with high-level campaign managers, and even took a field trip to a presidential campaign headquarters to see firsthand what they did. As they interacted with these various groups and with each other, they actually began to see that economics is woven intricately through everyone's daily lives. With the close of the academic year, the students found themselves thoroughly immersed in not only the political process, but in the more important lessons of what drives those processes and the whole of our nation's industrial complex: economics. The students were so impressed with the completely adult, real-world nature of the study that they became totally involved in the project. They were surprised at times by the information they received and constantly drew conclusions and discovered patterns involving the economic principles at work in the three locations contacted. The direct effect of supply and demand on room rates, the comparison of one locale's situation with another, and the effect of the campaign activity compared with nonelection years were all very intriguing to the students and helped build a strong foundation of interest in the study of economics.

WILLIAM N. VAUGHAN, JR., *John C. Meyers Middle School, Broadway, Virginia*, created "Global Education from the Mountaintop" for his eighth-grade class. This global education project was planned and conducted jointly by the social studies and civics classes at the middle school. Virginia Tech international students were involved as resource persons who assisted in providing the students with an understanding of their countries. The international students, representing 12 countries, visited and presented information on their respective countries. Two students visited the school each day. Newspapers, radio and television were used to publicize this program throughout the area and the state of Virginia. Emphasis of this project was on the acquisition of a basic knowledge of key characteristics of the economic and political systems of the countries involved. The students researched magazine articles, books, and newspapers for a better understanding of these countries. Students in the International Economics unit delved into exchange rates, supply and demand, scarcity, opportunity costs, foreign currency, markets and international payments. *The Story of Foreign Trade and Exchange* and *You and Foreign Money* were used as supplementary materials. The Young Bankers Association provided a resource person to teach the students exchange rates, money, supply and demand, markets and international payments. The banker used *The Wall Street Journal* to show the students how to convert currency and administer a test. A week was spent on selecting a country that would make a good trading partner for the state. Students were also given an opportunity to write an essay on one of the countries visiting their classroom. The students preparing the essay and passing the test on foreign trade and currency conversion were allowed to attend the presentation by the foreign visitors. The culminating activity of the program was a field trip to Virginia Tech. The students were able to meet students from approximately 90 foreign nations. Literature, displays, and international students were used to share information about the countries represented during International Week. It was activities such as this that gave "Global Education from the Mountaintop" an authenticity that would be difficult to secure from a textbook.

LINDA R. CAMPBELL, *Mountain Junior High School, Birmingham, Alabama*, developed "I Was Born In . . ." as a major component of the World Geography curriculum. It was designed to help students understand the concepts of per capita income, literacy rate and life expectancy through the use of a computer software program, PC Globe. It was a "hands-on" project in which the students were "born" in a foreign country. Students drew for countries of their "birth." By using the computer program, students found out the annual per capita income, then received an allotment of "money" for a three-month period. Students conducted experiments of living on the per capita income. They used that amount of money to "buy" lunch, clothing, shelter, and other necessities. If they didn't have enough money for three months, they brought lunch and/or found a job to make money. They were encouraged to discover how people make a living in "their" country. Many students baby-sat, did yard work, or sold baked items to earn money. Allowances did not count as income. They also transacted with other students through buying and selling of services. Some students gave "charity" donations to help others in need. The students researched clothing and shelter used in their country and determined the cost of "purchasing" one outfit of clothing and obtaining shelter by buying, renting, or building. All transactions were recorded on ledgers. Students wrote reports in the first person as if they were actually experiencing life in "their" country. Other aspects of the project included finding out additional information about their coun-try. The software program included information on the language, religion, government and flag, and life expectancy. Students also used the program to compute the distance from Birmingham to their country, to find the exchange rate for currency and to find the time difference. The students researched current problems of their country. All written work was compiled in a folder for final evaluation. A survey of the students at the end of the project revealed that students expressed appreciation of their lives in the United States and told how difficult it was to manage with so little money. Comments were made about the difficulty of life. Many had to carry lunch every day and did not have money to socialize as much. It was interesting that the students carried their money with them in their wallets for the entire time of the project. They took the project very seriously and participated not just during "banking hours" but on a daily basis even when the classroom activity was focused on other aspects of geography. As a result of this project, students were more attentive to geography, were eager to learn about their country, were more understanding of the serious economic problems of many countries, and acquired better study and research techniques. As they became more aware of the problems facing other countries, the students became more globally conscious.

ROBERT O'ROURKE, *North Hunterdon High School, Annandale, New Jersey*, designed "Understanding History Through Economic Indicators" to meet two needs of ninth-grade students: first, the skills to interpret data from charts and graphs; second, the ability to recognize the interdependence among the varied activities that we call economic, consumer behavior, producer behavior, world and national market behavior, banking activity and government decisions. Economic indicators were the focus of study. Each student researched an economic indicator and prepared a chart or graph of its performance for a particular period of history. The indicators, along with a brief description on an index card and a short oral explanation by the preparer, served as resource material for the remainder of the exercise. The students then worked in teams to create questions that required interpretation and connection of the data on the posted indicators. The teams then switched questions and began to search the charts and graphs for answers. The student interaction and involvement was always on a high level at this point, always directed at data derived from the indicators. The students were given an objective test on the performance of the indicators over the period covered. The latest exercise involved 62 indicators, and the posttest grades averaged 84 percent for 62 students in three classes. Finally, each class prepared a debate on the effects of government monetary and fiscal decisions on the total economy. The debate resembled a panel of economic "experts" armed with stacks of data to support their positions. The complete unit took about a month to accomplish, consuming eight to ten class sessions. The investment of time and effort paid off in student excitement about their new understanding of the events they heard and read about every day. The evening news and the daily newspaper became an integral part of each lesson. Local, national, and world events took on new meaning when viewed in relation to a bigger picture.

CHRISTINE D. LORCH, *Meyers Middle School, Louisville, Kentucky*, created "Econ Red Hits the Big Time" for a group of eighth-grade honors students. The unit, by using the theme of baseball, made students aware of economic concepts and introduced them to how the concepts are related to real-life settings. The symbol was the Louisville Redbirds' Cardinal that was called Econ Red. Concepts covered were: consumers, producers, scarcity, opportunity cost, price, specialization/interdependence, productivity, market system, and the stock market. Students applied these economic concepts to real-life sports figures, thus creating a method of sports analysis. Each economic concept was defined from an economics dictionary and then in middle school terminology. After the concept was clearly understood, various activities were provided to enrich and broaden the students' understanding of the concept. In doing this, the class worked on: consumer and producer collages, a musical lesson on scarcity, the opportunity cost of having $5 at a baseball game, "The Baseball Game" of supply and demand, constructing a "Baseball Web" showing specialization/ interdependence, viewing "Ump's Swat" describing the development of a stick (bat) into a business (productivity), a visit with the San Diego Chicken in relationship with the market system, and the understanding of the stock market. Finally, the students attended a Redbirds' baseball game. There they participated in a search for examples of the economic concepts they had learned.

Chapter Four

SENIOR HIGH SCHOOL LEVEL: GRADES 10–12[†]

BROTHER, CAN YOU SPARE A RUBLE?
or
SHOULD THE U.S. INVEST IN THE U.S.S.R.?[*]

Wanda J. Calloway
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CLASS DESCRIPTION

The students who participated in this project were seniors enrolled in a three-hour elective program. The Exploratory Teaching Program offers high school students an opportunity for a prevocational experience as an educator. All of the students were motivated with varying degrees of leadership potential. The Exploratory Teachers studied a variety of teaching strategies and modalities. *Brother, Can You Spare a Ruble?* was a demonstration of the project as a teaching strategy. A total of 28 students were involved in the project.

The class was made up of three males (all white) and 26 females. Of the females, one was Hispanic and three were black. All the students planned to attend college. There were two deaf students and two SLD students in the class. All students maintained an A-B average in their coursework which stretched across a seven-period day. About two-thirds of the students came from homes having college-educated parents. About one-half of these parents had professional careers while the other half held skilled labor jobs.

Lakeland is located in Central Florida; therefore, the students were exposed to the economic structure of an area dependent upon agriculture, phosphate, and tourism. It is a fast growing area. Traditional industries are laying off workers. In many situations, employment is seasonal. Even in the professional areas, jobs are often tied to agriculture, phosphate, and tourism. The area is in a state of change, and this had impact on the educational processes of the area. *Brother, Can You Spare a Ruble?* was a project about the drama of change. As such, it was appropriate for the class.

[†] The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscripts.

[*] During the course of the project, the Soviet Union changed its name. For the sake of continuity and to avoid confusion, the former names of Soviet, Soviet Union, and U.S.S.R. were continued in use until the culmination of the project.

GOALS

Upon completion of the 10 modules of *Brother, Can You Spare a Ruble?*, the teacher will:

1. Lead the students into answering the project focus question of "Should the U.S. invest in the U.S.S.R.?" and outlining the reasons for their decision in a trade policy proposal which:
    - demonstrates an understanding of, appreciation for, and efficiency in the use of economic terms, concepts, and principles.
    - demonstrates a knowledge of the historical, geographical, economical, and social foundations of the United States and the Soviet Union.
    - demonstrates an appreciation for the role of the individual in market activity within the confines of the local community, the national community, and the changing interdependent global community.
2. Create opportunities for the students to experience value-setting and decision-making skills in a cooperative learning environment.
3. Explore the drama of change with students and relate societal changes to individual growth.
4. Teach the minimum objectives and performance standards for economic education prescribed by the Florida State Department of Education.

OBJECTIVES

Upon completion of the 10 modules in *Brother, Can You Spare a Ruble?*, the students will

1. Define interdependence; identify some common indicators and estimate future trends of global interdependence, based on current data.
2. Define the meaning of rational choice, positive statements, and normative statements; differentiate between positive and normative statements.
3. Evaluate the impact of political change upon economic activity.
4. Define the free enterprise (capitalistic) economy as a system where individuals and businesses risk their own investment in a competition with other individuals (entrepreneurs) and businesses (managers) to produce and distribute goods and services for profit, and relate this definition to joint venture activity.
5. Explain how scarcity forces individuals, businesses, and government to make choices.

6. Define and characterize the entrepreneur and relate the role of the individual to the economic activity of a free enterprise system, recognizing the individual as the most valuable resource of a market economy.

7. Evaluate the role of the individual in shaping economic and political principles and practices in a nation.

8. Present ideas of what it means to live in a free society; compare the hopes and concerns for the future at a time when both Soviets and Americans are experiencing economic uncertainty and a remarkably changed relationship with each other and compare various attitudes concerning risk-taking.

9. Explain the conditions and events leading to the second Russian revolution and make the economic connection; determine the clues which could form the basis for forecasting and predicting changes that the Soviet citizens will experience in the near future.

10. Identify the theories of absolute and comparative advantage and describe the conclusions that can be drawn from them concerning international trade in general and trade with the Soviets in joint ventures in particular.

11. Define and explain the two basic barriers to trade (tariffs and quotas) and describe possible reasons for establishing them; define a positive trade balance and describe the costs and benefits associated with having a positive balance of trade.

12. Describe steps taken or considered by the U.S. government to help individuals and firms harmed by trade, including trade adjustment assistance, laws against dumping, and protectionist legislation.

13. Define appreciation and depreciation and relate to promotion of joint venture trade activity in the U.S.S.R.

14. Explain the concept of geo-economic activity; explain events from a geo-economic perspective by analyzing the interrelationships of human and physical factors.

15. Develop techniques of geographic and economic analysis while expanding geographic and economic knowledge bases.

16. Conclude that it is very important for the U.S. to strengthen the development of market economy and joint ventures in the U.S.S.R. by:

    - showing how short-term thinking can make the U.S. the economic stepchild of Japan and Western Europe.

    - realizing that whatever amounts of money the U.S. makes available as Soviet aid, it will never be enough for the monumental problems facing the former Communist republics.

- recognizing that growth from joint venture trade activities can create new resources.

17. Define and differentiate between renewable and nonrenewable resources and utilize critical thinking skills to determine a variety of ways to use resources efficiently.

18. Recognize and give examples of each of the factors of production.

19. Recognize the role resources play in interdependence and world trade in the global economy.

20. Answer the question: "Should the U.S. invest in the U.S.S.R.?" and outline the reasons for their decision by detailing a trade policy proposal which:

    - demonstrates an understanding of, appreciation for, and efficiency in the use of economic terms, concept, and principles.

    - demonstrates a knowledge of the historical, geographical, economic, and sociological foundations of the Soviet Union and the United States.

    - demonstrates an ability to set values, make decisions, and work in a cooperative learning climate.

    - demonstrates an appreciation for the role of the individual in market activity within the confines of the local community, the nation, and the changing interdependent global community.

    - demonstrates a knowledge of the impact of social, political, and economic change and its relationship to personal growth.

21. Demonstrates a knowledge of the minimum objectives and performance standards for economic education as prescribed by the Florida State Department of Education.

NARRATIVE

As the students moved along their chosen routes, progress was checked periodically in a variety of ways: standardized tests, oral quizzes, discussion, problem-solving applications, and written activities. Since learning, according to mastery experts, cannot occur until the students can apply or transfer new knowledge to other situations, frequent opportunities were presented for application and transfer.

Instructional activities were geared to meeting the challenge of creative planning and critical thinking application which presented opportunities for knowledge transfer. To accomplish these goals, each lesson's instructional activities included:

1. Task Focus (Motivation and/or Introduction)
2. Task Presentation and Guided Practice

3. Independent Practice (Critical Thinking and Decision Making)
4. Review
5. Evaluation

Distinct openings and closings were developed for each lesson. The lessons proceeded at a brisk pace, with appropriate pacing to maximize student involvement and minimize behavior problems. Constant student interaction was the mainstay of each lesson. Explicit instructions were given with detailed directions. Skills necessary for completing assigned tasks were modeled. Many varied similar and dissimilar examples were provided. Facts *and* concepts were taught. Attempts were made to relate new material to students' personal lives and existing frames of reference. Both fact-based questions and higher-level thinking skills questions were asked.

After the presentation of new material, the students were guided into practice of new skills and concepts. Guided practice meant working with partners or in groups. At this phase, opportunities were presented for assessing student understanding of material and determining whether any retracing was necessary before moving on to independent practice. Thus, the project avoided the pitfall of allowing a student to practice mistaken information.

When the students were confident and able to go it alone, the project moved into Independent Practice. New material had been presented, students had been guided in practicing it, and it had been determined with reasonable accuracy that they wouldn't make any serious mistakes. It was time to let them do it! Most of the independent practice was accomplished through homework, seatwork, learning games, and cooperative activities. Independent practice was monitored by circulation around the classroom, activity explaining, observing, questioning, and giving feedback. All assignments were collected and "graded." Sometimes, students graded each other (I provided the evaluation form). Independent practice immediately followed guided practice, so that new material was fresh in the students' minds.

Regular reviews help students remember what they had learned, so Review was the next step in lesson development. Many opportunities for review and correction were presented through questioning and discussion, brainstorming and problem-solving. Sometimes a product (a graph, a table, a bulletin board, a student-made gameboard) provided the review. During this stage of concept development, related subject activities often provided review. If the students could successfully transfer knowledge from the case studies to the language arts, science and technology, or social studies activities within the project, one could safely transfer knowledge from the case studies to the language arts, science, and technology, or social studies activities within the project, one could safely assume that effective review had been provided.

In planning teaching strategies for the lessons, active teaching was the key ingredient. The mainstay of the project approach, it provided direct instruction, explicit direction, and structured learning in a relaxed, cooperative, and creative climate. Academic tasks were carefully structured to provide guidance, frequent practice opportunities, and assessment and reteaching. However, the structure was flexible enough to allow experimentation with individual initiative and innovation.

To achieve higher gains associated with persistent attention to academic skills, active teacher involvement in this project was essential. Activity with the students—engaging them in learning tasks and activities and providing them a well-organized learning environment and an orderly classroom—occurred on a daily basis. While students were allowed to choose their activities, each activity was carefully designed to achieve a particular learning goal and one activity from each group (factual, creative, and critical thinking) was required. Thus, students were able to make choices and still obtain high achievement gains.

Actual economic concepts were developed in the same sequentially structured manner. In the Task Focus (Motivation and Introduction) stage, the students were shown how economics affects their daily lives and how individual Americans—the backbone of free enterprise—respond to economic needs and activity. Entrepreneurism and capitalism were explored.

Next, students moved to the Presentation and Guided Practice stage. The students were introduced to the concept of global interdependence. Quantitative indicators, estimates, tables, and line graphs were evaluated. The students were asked to generalize, infer, and predict. Related concepts of international trade, specialization, GNP, and global economic activities were introduced. At this point, lessons were introduced to help the students understand how the American economy fits into the world economy: why countries trade, why they limit trade; problems related to international payments and exchange rates; developing nations and difficulties faced in producing enough products to satisfy the needs of their citizens; interrelationships that exist in the world economy. The students were allowed to discover that the United States is just one part of the world economy.

The importance of trade became apparent when we looked at specific markets. This led to an overview of the theories of absolute and comparative advantage, and why countries sometimes establish tariffs and quotas to restrict trade. The costs and benefits of both positive and negative balances of trade were explored. At this point, an inspection of the relationship between the value of the U.S. dollar and our balance of trade helped the students observe how difficult trade and/or investment with and in the U.S.S.R. becomes when their ruble exchange rate is so erratic. The students explored the theory that foreign competition is good for U.S. industries because it forces them to invest in new equipment and become more efficient. They developed economic skills in examining and evaluating positive and negative values on a line graph. This lesson showed the various ways nations lend and borrow and determined that most of America's debt is the result of foreigners buying securities issued by either U.S. businesses or by our government The lesson led the students to conclude that the great size of this debt may cause future economic problems.

Most Americans have at least an adequate standard of living. Many of us have more than just "enough." This cannot be said of other people in many parts of the world. Mr. Baldwin—an entrepreneur who recently toured the U.S.S.R. to explore investment potential—shocked the students when he described the Soviet standard of living and working. This led to an exploration of how the Soviet tradition of Communism hinders economic development. It was suggested that perhaps U.S. financial aid would add to the problems faced in restructuring the Soviet economy because it would be just another form of government-sponsored programs. The only real difference would be that now the U.S. government would be doing the thinking, planning, and decision making. Several students suggested that the Soviets would never learn to make decisions if some governmental body was always there to do it for them. When wealthy nations try to help developing nations, they provide the tools, but they are often unable to bring about the education and social change necessary to put these tools to work. Not only had Communism eroded individual initiative and decision-making ability, but it had created an unproductive and weak infrastructure.

At this stage, the students explored various forms of U.S. aid, how and why the U.S. provides aid, and how U.S. aid is used by developing countries. Many students felt that if our aid to developing countries was reduced, it would solve our economic problems. They were stunned to discover that if all the aid we had given other nations since World War II was given back tomorrow, it would pay off less than 10% of the national debt and balance out our negative balance of trade for only one and one-half years. Soon they were able to observe that U.S. foreign aid alone could not solve the world's problems and could not be considered the cause of our domestic problems. Change in the world (and at home) would not be the result of the number of dollars that are spent in aid. Our help must be carefully directed to help the Soviets help themselves.

Next, the project continued a presentation of information by examining the role of geography in the economic activity of the global community and how geographic factors increase interdependence. By examining current events through a geo-economic perspective, students were able to come to an understanding and appreciation of the impact of geo-economic activity upon their daily lives.

Facts were presented in a Geo-Economics Packet. After careful study and discussion of the materials in this packet, the students worked with learning partners or in small groups to perform certain guided practice activities aimed at cementing their mastery of material and practicing the critical thinking component of the project. Charts and graphs provided information on the population and GNP of Soviet nations and detailed the percentage of the labor force involved in the agriculture industry or other activities. The students noted and discussed the relative size of each country and predicted free-market activity problems that might arise, based on size. Next, population was explored as a geo-economic factor in the global community.

While evaluating how the labor force divided into categories of agriculture, industry, and other activities, the students compared Eastern European countries with four Western European examples (France, Italy, United Kingdom, and West Germany). They speculated why such a large percentage of the Eastern European labor force is in agriculture and whether this agricultural activity would be more or less mechanized than Western European agriculture and why. They were asked to predict whether this activity would change. The theory of Sir William Arthur Lewis, Nobel Prize winner in Economics in 1979, was studied.

The students were asked to compare Lewis's theory to capitalistic principles. Next, the students noted the tie between the percentage of the labor force in agriculture and the GNP per capita and were asked to draw conclusions and make predictions based on those ties. They were asked to compare the data given to Lewis's theory. They determined which region—Western or Eastern Europe—had a higher GNP and drew conclusions about this fact.

As a final activity in studying geo-economics, the students worked independently in a guided practice session as geo-economic news reporters. They were encouraged to incorporate the five W's of journalism and the five themes of geography into their news stories. They were allowed to base their stories on interviews with news makers or on published materials. They could use primary or secondary sources. They could illustrate their stories with photographs, maps, charts and/or graphs. They were asked to show the connection between the news event and the geo-economic development of that country and the global community.

The Cold War years had developed a "guns vs. butter" type of geopolitic economic activity. For years, both the U.S. and the U.S.S.R. used military prowess in the competition for Number One Superpower. With the breakdown of communism, military muscle is less significant than economic activity. Both the U.S. and the U.S.S.R. are trading guns (military muscle) for butter (economic prowess). At this stage of the project, the students went to a European expert, Mr. Jacques Attali and his latest book, *Millennium*. As head of the European Bank for Reconstruction and Development—of which the U.S. is a member—Attali offered some opinions on the question of "guns or butter."

To show how short-term thinking might (will) result in making the U.S. an economic stepchild to Japan and Europe, the class divided into small cooperative learning groups to brainstorm a set of questions. Each group reported to the class on their questions and answers. The students were presented with a brief summary of *Millennium*. They were told that Attali, a Frenchman who gave up a position of considerable influence at the right hand of France's President to head the European Bank for Reconstruction and Development, must come up with a plan to rebuild what was communist Europe by promoting the private sector. This could be a risky venture—but, after all, capitalism is about being willing to take risks based on reasoned decisions Mr. Attali noted that it was in the best interest of Europe to include America in its planning. In fact, Attali saw the successful transition of the communist nations to capitalism as dependent upon the U.S. response to the need for joint ventures, not aid "handouts." The students then compared their answers to the brainstorm questions with Attali's and evaluated the differences in thinking.

After determining that American focus in the coming decade must be on butter, the next step was to review the question of "Brother, can you spare a ruble?" Gorbachev says that without massive Western aid, market reform in the U.S.S.R. is in danger. As Soviet bailout proposals proliferate, the question really becomes: Is it within the West's best interest—or ability—to help? One of the major problems seems to revolve around the prevailing Soviet idea that the U.S. provide financial aid in large denominations with no strings attached. The question of if, why, and how the U.S. should assist the U.S.S.R. out of its economic quagmire was discussed. The students were encouraged to draw conclusions about Soviet abilities to "self-help" and limiting factors on "self-help." They explored possible ways to help the Soviets learn "self-help."

Next, the students were told that economists generally agree on a number of reform measures that the Soviet Union needs to undertake in order to begin its transition to a market economy. A chart illustrated these "hurdles": fiscal restraint, monetary restraint, deregulation, privatization, an effective social safety net, and a legal framework for conducting private business. Again, the students were divided into small groups to brainstorm each economic "hurdle." After this had been accomplished, the students were provided with a summary of the problems and corrections as detailed by the World Bank, Institute for International Economics, W. Averell Harriman Institute for Advanced Study of the Soviet Union at Columbia University. A comparison was made of the ways in which these hurdles were approached.

Following this, the students explored the question: Can aid help? The students were told this was a much more complex question. The students were asked to speculate:

- Can outside aid solve the Soviet's economic mess?
- Can the U.S. even afford to help the U.S.S.R. at a time when so many urgent domestic needs are not being met?

The students noted that most people only suggest agricultural credits and/or trade concessions. One glaring problem, the students noted, was that the Soviets had no conception of what economics is all about nor of the makeup of a market system. Dividing into brainstorm partners, the students were asked to make a list of reasons why aid alone was insufficient. The students concluded that whatever economic game plan was devised, it should open the door for joint Soviet/American enterprises because this would bring about *real* perestroika—real reform.

At this point, the students again went into cooperative learning groups. Each group was assigned two questions that skeptics of the Joint Venture Plan might ask. The students were to decide how to answer these questions. In conclusion, the groups compared their answers to those of Boris Rumer, an authority on the Soviet economy from the Harvard Russian Research Center.

The final activities of the presentation and practice sessions provided each cooperative learning group with a case study from a Soviet region and an American region. These studies presented historical, geographical, political, and economic information. Time was provided for the students to read and discuss the information.

Having been guided through the task focus and the presentation and guided practice, the students were ready for independent practice. This was accomplished by means of an Activity Packet circulated to each cooperative learning group. The packet contained ideas for several activities related to the information provided in the guided practice segments. Each activity was read and discussed within each group. Each activity had a numerical value and each involved a trade-off of points. The activities with the greatest numerical value required the most thought. The activities with the lesser numerical value dealt less with critical thinking, but often required seatwork.

Review was constant. Throughout the course of the project, students were asked to evaluate traditional American economic values, concepts, and principles. Frequently, these were reinforced through direct teaching, handouts, and various activities. Another aspect in constant review was knowledge of critical thinking and decision-making skills. The thinking/decision-making activities reviewed the concepts of choice, alternatives, trade-offs, opportunity costs, and basic economic terms and concepts. One form of review was a collection of simple, but interesting, worksheets. Another involved evaluation of current events and articles on these events. Throughout the discussions, brainstorm sessions, cooperative group activities, and learning partner segments, the research and the activities of the project, review was made. The constant review insured long-term memory knowledge.

The project culminated with an evaluation of the project task force question: "Should the U.S. invest in the U.S.S.R.?" The unanimous response was YES! and the method selected was joint ventures protected by clearly defined trade policies. As a class the students developed a U.S.A./U.S.S.R. Trade Policy Proposal to send to President Bush. To accomplish this, the class divided into learning partners for a brainstorm and outline of a proposal. Next, each team presented details they would like to see in the plan. A consensus was reached on the components to be used for developing the proposal. Each student was given a draft copy to take home and finalize into a concrete plan. A week later, each individual student presented his/her proposal and the class selected segments to put into the final draft of the proposal. Finally, a complete policy was accepted and drafted. The final draft was forwarded to President Bush.

The Trade Policy Proposal represented one-third of the project grade. A pre- and posttest were given to determine knowledge gains. This represented one-third of the project grade. The final grade component was the individual creative project.

EVALUATION AND CONCLUSIONS

Evaluation, like review, was constant. Each lesson had an evaluative component. As teacher, I was able to assess each stage of learning so that I could better direct the course of the project. Many students felt the content of the project increased their analytical and critical thinking skills. As instructor, I was able to observe a clear growth in the ability of the students to work together to solve problems and in their willingness to accept the perspectives and viewpoints of others. Basic economic terms, concepts, values, and principles were reviewed, communication skills were enhanced, and opportunities for knowledge transfer were provided. High interest was maintained by utilizing fast-paced lessons and constant student interaction. The lesson plan outline was successful in keeping both student and teacher on task. Not only did the students benefit from the economic content of the project, they were able to understand the use of the project as a teaching strategy.

The only negative aspect of the project sprang from the fact that lessons were not day-to-day, but interjected at regular intervals. The positive side of this was that students were forced to practice self-discipline to maintain momentum.

A breakdown analysis of the test results presented further proof that the project had served its purpose. The value gained was tremendous. A graph of the pre- and posttest showing the evaluation question-by-question shows monumental gains. On the posttest, no more than seven questions were missed by any student. Every teacher loves to see test results like that. No study guide was given. The students prepared on their own and no open-book tests were given.

Charts were made to show the breakdown of scores by goals and by categories of questions. Any way I looked at it, the results were astonishing. Beyond any question, the project approach accomplished all that I hoped for and more.

LET THEM EAT CAKE

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INTRODUCTION

"Let Them Eat Cake!" replied Marie Antoinette when informed that the citizens of Paris were angry because they had no bread. Her haughty attitude is indicative of the feelings which prevailed in pre-Revolutionary France. From this illustration it can be seen that the causes of the French Revolution were rooted in the indifference shown by the ruling class to the economic hardship suffered by 97 percent of the French population.

This unit was presented to sophomore level World History classes. For years I have touched upon the economic causes of the French Revolution, and this year I decided to place the proper economic emphasis on the study of the causes and results of the Revolutionary Era. As the preparation neared completion, I realized that I could see the relevance to the economic situation in prerevolutionary France with the economic situation we face today. My problem was to make my students not only aware that a similar situation exists today, but to motivate them to take action.

I designed a unit of study which could be used with any revolution in history and illustrated basic economic concepts. My students did not have a background in economics, so my first task was to introduce economic concepts appropriate for their grade level. Once these concepts were understood, I related them to events which transpired in the French Revolution. I used a variety of activities, designed not only to encompass historical and economic information but to be presented in an innovative manner which provided across-the-curriculum activities. The culminating activity was a Hunger Day in which students pledged money they would have spent on off-campus lunch to fund a meal we would prepare and serve to Our House, a shelter for the homeless.

RATIONALE

I teach in an independent college preparatory K-12 school. Our students' socioeconomic levels range from middle to upper class. One hundred percent of our graduating classes attend college. Our school has been in the Developing Economic Education Program for three years. One of our school's goals is to incorporate units of study in economics across the K-12 curriculum. To accomplish this it is necessary to infuse economics into other subject area of the curriculum.

I selected the French Revolution as the foundation for the unit of study because I had already touched on the economic causes of revolutions throughout the study of World History. This revolution in particular had its foundation in economic issues, and I wished to emphasize this. It was necessary to educate my sophomore students in the basic economic terms because they had limited experience in economics as shown by their pretest results. I selected the economic concepts which were specified for the sophomore level according to the Scope and Sequence provided by the Joint Council on Economic Education. Once these terms were introduced, the students were able to relate them not only to the French Revolution but also to the economic situation we face today.

Besides the "textbook" knowledge of these 20 concepts, my goal was to motivate my students to see beyond their economic situations and see the problems others face. Some of their knowledge was gained by firsthand experiences; the opportunity cost was great indeed when each student volunteered to give up their off-campus lunch privilege and their lunch to participate in Hunger Day.

By incorporating this economics unit into the tenth grade World History class, our school took one step closer to the goal of economic education in grades K-12.

ACTIVITIES ACROSS THE CURRICULUM

Art:	Designing the covers for the folders used in the unit.
Music:	Listening to the music of "Les Miserables" during the art session.
English:	Free writing session responding to the Dickens' quotation, "It was the best of times, it was the worst of times." Reading the novel *A Tale of Two Cities*
History:	Learning historical events Voting process to determine the cover, menu for the meal
Economics:	Developing an understanding of economic concepts Designing a tax system Interpreting an essay on the economics of land use in the Revolution Participating in an auction to reinforce economic concepts

Math:	Computing the amount of food to be purchased and the amount of money collected
Science:	Computing the length of time and temperature needed to prepare the food.
Language:	Learning the proper pronunciation of French terms and phrases
Accounting:	Creating a budget for the project

GENERAL GOALS AND OBJECTIVES

1. To develop an understanding of the following economic concepts:
    - scarcity
    - opportunity cost
    - productivity
    - economic systems
    - economic institutions and incentives
    - exchange, money, and interdependence
    - market and prices
    - supply and demand
    - competition and market structure
    - income distribution
    - absolute and comparative advantage and barriers to trade
    - market failures
    - role of government
    - Gross National Product
    - unemployment
    - inflation and deflation
    - monetary policy
    - fiscal policy
    - exchange rates and balance of payments
    - international aspects of growth and stabilization
2. To develop experience in decision-making skills and conceptual learning for the high school student.
3. To use a variety of activities and materials to enhance the study of economics within an existing unit of study.
4. To develop an awareness of the relationship between the economic situation of pre-Revolutionary France and the economic situation we face today.
5. To help parents and the community understand the importance of economic education so that our students will be economically literate.
6. To motivate students to recognize and act upon the economic problems faced by our community.
7. To encourage further interest in the study of economics at our school.

PROCEDURES

This unit was designed for the French Revolution but could be easily adapted for any revolutionary period in history. The unit covered 17 days; each day's activities are described along with the appropriate support materials.

Day 1: Introduction of economic unit and illustration of the theme "Let Them Eat Cake"

Day 2: Pretest of economic concepts (test provided by the JCEE)

Day 3: Film to introduce the Puritan Revolution

Day 4: Presentation of the economic concepts to be incorporated into the unit and lecture and discussion over the Puritan Revolution

Day 5: Student definitions over the economic concepts presented in Day 3

Day 6: Lecture and discussion on the Glorious Revolution

Day 7: Brainstorming session and creation of a "fair" tax system; presentation of material covering the economic aspects of the American Revolution

Day 8: Evaluation of material presented over the English and American Revolutions

Day 9: Introduction and discussion of the economic causes of the French Revolution and reinforcement of the use of land and taxation and their relationship to rebellion

Day 10: Further discussion of the economics of the French Revolution and the determination of a budget necessary to purchase food to serve 50 people for the meal at Our House

Day 11: Demonstration of the relationships between economic hardships and the causes for revolution were demonstrated by the "Macaroni Auction"

Day 12: Mr. Jim Atkinson, Director of Volunteers at Our House spoke to the students concerning the areas of help needed at Our House and the economics of the homeless in our city

Day 13: Evaluation over the economic vocabulary terms

Day 14: Mock trial to determine the responsibility of Louis XVI for the revolution

Day 15: Evaluation over material presented concerning the French Revolution and the Posttest for Economic Literacy

Day 16: In-class essay over Dickens' quotation

Day 17: Shopping, preparation, and serving food to Our House, party for the Our House day care, and media coverage of the event

Day One—Lesson One

Objective: To introduce an economics unit of study about the French Revolution

Set: As the students entered the room the music from "Les Miserables" (the Broadway production) was playing. As they settled down and listened for a while, we began to discuss how the music reflected the mood of the people prior to the French Revolution, and how the same conditions exist in our society today.

Teaching to the Objective: While playing the sound track from "Les Miserables" in the background, I introduced the unit of study on the French Revolution and discussed the activities we would be involved in such as Hunger Day and the project at Our House, a local shelter for the homeless. The theme of "Let Them Eat Cake" was discussed as an introduction to pre-revolutionary France. Each student was given a piece of paper to create an illustration of the theme. These were to be displayed and voted on to serve as the cover for the project. Each student would then reproduce his or her illustration on a folder given to them to use for the unit. The music from "Les Miserables" provided the "inspiration" for the artists.

Closure: I reviewed the significance of the theme "Let Them Eat Cake" in relation to the economic conditions prior to the French Revolution. We discussed the various activities associated with the project.

Day Two

I announced that the class would be taking a test over 20 economic terms. I reassured them the "test" was a pretest to determine their economic literacy and would not be counted as a grade. I distributed the Test of Economic Literacy Form A provided by the Joint Council. At the end of class, we graded the tests and discussed the various scores. I explained the importance of taking a pretest and how the information obtained would be used. The class was notified they would take the same test as a posttest after the unit. The students handed in their illustrations of the theme which were then posted in the room.

Day Three—Lesson Two

Objective: To introduce the causes of the English Puritan Revolution.

Set: I wrote the words PURITAN REVOLUTION on the board as they walked in the room. When class began, I asked the students to give me a definition of this term. Most of the responses dealt with the Puritans in American History and various groups or ideas they might find "revolting." I then explained that this revolution took place in England and explained the relationship to the colonization of America.

Teaching to the Objective: The class viewed a film of the English Puritan Revolution as a method of introduction to the study of the unit.

Closure: We discussed the causes and results of the revolution as they were presented in the film.

Day Four—Lesson Three

Objective: To learn the economic causes of the Puritan Revolution.

Set: I asked a student, "Melissa, what would you think if Bob called you a Roundhead?" Her response was that she wasn't sure what a Roundhead was! Then I asked several students what they thought a Roundhead was before explaining it to them. This led to an introduction of the English Puritan Revolution.

Teaching to the Objective: I presented the lecture material on the Puritan Revolution. Each student was given vocabulary sheets for the economic terms incorporated in the unit. The terms were selected from the Joint Council Scope and Sequence appropriate for the tenth grade level.

I explained that for each term three definitions would be required:
"A"—a textbook definition of the term
"B"—rewriting of the "A" definition in the student's own language
"C"—definition of the term in relationship to the French Revolution

This method uses Bloom's Taxonomy by encouraging the student to use various levels of thinking. The "A" definition was assigned for homework.

Closure: I reviewed the main points of the lecture and asked questions of various students to reinforce the material presented.

Day Five

Each student selected a piece of paper with an economic term from their vocabulary sheet and was asked to prepare a "lecture" to explain their term to the rest of the class. As the students acted as a "guest lecturer" on their term, the remainder of the class checked and/or corrected their definitions. After each term, I gave an example to clarify the meaning. To further reinforce these terms, the "B" definition (student's own language) was assigned for homework.

Day Six—Lesson Four

Objective: To present the events leading to the Glorious Revolution

Set: A revolution can be "Glorious." I asked for responses to this statement as an introduction to the Glorious Revolution in English history.

Teaching to the Objective: Lecture material was presented

Closure: The main ideas which were presented in the lecture were reviewed. Students were asked questions to reinforce the assigned homework material.

Day Seven—Lesson Five

Objective: To introduce the economic causes of the American Revolution.

Set: It has been said that the only two certainties in life are _____ and _____. This opening statement invited comments from the students. It was decided that the true saying was "death" and "taxes."

Teaching to the Objective: The class brainstormed the following:

Taxes are necessary to . . .

What is important to consider in creating a fair tax system . . .

We then covered the material in the chapter covering the American Revolution and the role taxes played in that revolution. The class was divided into groups of four and a copy of "Designing a Tax System" was given to each group. Each group had 15 minutes to create a tax system.

Closure: Each group presented and defended the system they created before the rest of the class. We related the problems faced in creating a fair tax system to the taxes created by England which were resented by the colonists.

Day Eight—Lesson Six

The students were given an evaluation over the material presented on the English and American Revolutions. After the test, the class brainstormed menu ideas for the meal at Our House and the committee for Hunger Day was established. This group was responsible for publicity of the event and the collection of pledges. The students agreed to give up their second opportunity for off-campus lunch and to pledge the money they would have spent on lunch to fund the meal for the homeless at Our House. We discussed their opportunity cost of giving up a recently earned privilege and also going without lunch for the day.

Day Nine—Lesson Seven

Objective: To introduce the causes of the French Revolution with an emphasis on the economics of the revolution.

Set: The causes of the French Revolution can be traced to one ruler, Louis XVI.

Teaching to the Objective: Lecture material was presented to the class concerning the causes of the French Revolution. Final vote was taken on the menu for Our House and the students reviewed the pledge sheet.

Closure: To review the relationship between taxation and rebellion, the materials provided by the Henry George Foundation were assigned for homework.

Day Ten—Lesson Eight

Objective: To introduce the economic causes of the French Revolution.

Set: What do you think of when you hear the word "Napoleon"?

Teaching to the Objective: Various answers were given to this question ranging from the "man who always had his hand in his shirt" to a "type of ice cream"! Lecture material was presented concerning Napoleon and his relationship to the French Revolution. The students were then given a preliminary budget to determine how much food we needed to purchase to prepare a meal for 50 people.

Closure: A map entitled "Napoleonic Europe" was assigned as homework to reinforce geography skills.

Day Eleven—Lesson Nine

Objective: To provide a firsthand experience in the frustrations felt by the French population prior to the French Revolution.

Set: Macaroni was the leading cause of the French Revolution.

Teaching to the Objective: I continued the lecture over the French Revolution. To demonstrate the differences between the First, Second, and Third Estates of French society, I distributed two macaroni shells to each student. I skipped two students and then asked that they were not to destroy or give away their shells. The two students who were not given any announced they had been forgotten and, with the rest of the class watching, I gave one student seven pieces and the other student ten pieces of macaroni. Immediate cries of "That's not fair!" rang out. During the lecture I wandered around the room and randomly rewarded students with a piece of macaroni for things such as "Good Question" or "You are left-handed and so am I," making sure that the students who started out with more kept receiving more. Soon students began to vie for my attention to increase their supply of macaroni shells. Halfway through the lecture, I announced that it was "TAX TIME" and everyone was required to pay one shell for taxes—everyone, that is, but the two students who began the activity with seven and ten shells. Several students who had only the two shells they began the class with were very reluctant to part with half of their "income." At the end of the lecture, I asked each student to tell how many shells they had received. When the two students announced their plethora of macaroni, more shouts of "That's not fair!" were heard. I then inquired how the other members of the class felt toward these two classmates. The responses were not favorable! The two wealthy students acknowledged that they were suspicious at first, but later relished the extra macaroni they had received with no effort on their part. About this time a student recognized the correlation between their class activity and the three levels of French society.

Closure: A discussion of the relationship between economic hardships and the cause for revolutions was explored. For homework, the definition of "C" was required for homework on their vocabulary sheets.

Day Twelve

Mr. Jim Atkinson, Director of Volunteers for Our House, came to Pulaski Academy to describe their program. He explained the areas in which we could be of help and answered questions from the students concerning the homeless situation in Little Rock. The students decided to broaden their help to Our House by not only providing a meal, but by purchasing towels, donating clothing and breakfast foods, providing tutoring sessions for the children and a party for the children who live at the facility and attend the day care program.

Day Thirteen

The class was given an evaluation over the economic vocabulary terms we had studied. To emphasize the part the indifference of Louis XVI played in the causes of the French Revolution, the classes researched and prepared a mock trial of the role Louis XVI played in the Revolution.

Day Fourteen

The students conducted the mock trial of Louis XVI. Students volunteered to serve as: lawyers for the prosecution (3), witness for the prosecution (a businessman), witness for the prosecution (Voltaire), lawyers for the defense (3), witness for the defense (King Louis XVI), witness for the defense (church official), the judge, court stenographer, the press (3—one representing each view), jury (the rest of the class). They researched and rehearsed their roles in class and presented the evidence they had gathered in the trial the next day. In all three classes, Louis XVI was found guilty.

Day Fifteen

An evaluation was given over the lecture material of the French Revolution. Each student also took the posttest of Economic Literacy.

Day Sixteen

The sophomore English classes had been reading the novel *A Tale of Two Cities* while we studied the French Revolution. In history, the students were asked to respond in a free-writing session to the opening quotation from the novel, "It was the best of times, it was the worst of times."

Day Seventeen

Finally the day arrived to put all of our plans into action! A local television station was informed of our project and decided it was definitely newsworthy. A news crew came to the classroom and filmed our preparations, interviewed me about the project, and followed us to film the shopping for the food. We ended our day with the preparation and serving of the meal at

Our House, and the television station did a live broadcast from Our House! The media coverage not only highlighted the accomplishments of the students, but also called attention to the homeless situation we face in Little Rock.

EVALUATION

Throughout the unit several measures of evaluation were used. Three tests were administered covering both the historical and economic content presented in the unit. The scores for these tests are as follows:

Test	Mean Score	Percentage	
History Text, Part A	43/50	86	
History Text, Part B	40/50	80	
Economics Vocabulary	39/50	78	
Economic Literacy Pretest	18/45	40	94% improvement
Economic Literacy Posttest	31/45	69	

As an educator, I received rewards from a unit of study which demonstrated success in two curriculum areas. My students not only learned about the French Revolution, but also experienced a "hands-on" introduction to the study of economics. The true indicator of the success of this unit was knowledge both my students and I gained when we visited and touched the lives of the homeless families we met. A we left Our House, two of the women rushed to me to say thanks, not only for the meal and towels we provided, but, most important, for the "feeling of hope these children brought to us tonight."

SUMMARY

This unit of study afforded success on several levels. My students enjoyed a study of the French Revolution which included varied activities. They were introduced to the study of economics which has encouraged many to take the economics course offered to them next year.

Perhaps the most significant success was the awakening of my students to the problems which exist outside their world. It was gratifying to see these students excited and involved with helping others. The experience at Our House has led some to select it as their program to fulfill their Community Service requirement.

On the final evaluation sheet, filled out anonymously by the students, the project as a whole was given a rating of 4.5 on a scale of 1 (lowest) to 5 (highest). Comments included: "I had a lot of fun doing it. That chapter (and lesson) is probably the most I've learned (not memorized) in history all year. It was a lot of fun and I'll remember it for a long time." "I really enjoyed learning this material because of the way we did it. I probably will remember it for life, I enjoyed helping others too!" "It enabled us to really see how we can make a change in our crumbling society today." "I enjoyed it! It was a fun way to learn! I liked the hands-on participation!"

I know that my students made an impact on the adults involved in the project. The news reporter who covered the story undertook a personal campaign to aid the homeless after seeing the example my students set. Part of her public service announcement on television stated, "After doing a story on the homeless in Little Rock, I decided I could make a difference." Her story and announcement were great motivators to others to follow her example. Students can make a difference!

WHAT'S COOKIN' IN EVENING SHADE? A POT OF PROFIT

Lita N. King and Julie A. Johnson
Evening Shade High School, Evening Shade, Arkansas

OVERVIEW

Students, parents, and patrons of the Evening Shade school district recognized a need of the community for the past several years: a new auditorium-gymnasium. The new complex would replace the existing gym built in 1939 by the National Youth Administration. The old rock structure, approximately two-thirds the size of regulation gymnasiums, is thought to be one of only six such facilities still in use by the public schools in Arkansas.

This project centered on a yearlong entrepreneurial venture through the national sales promotion of the *Evening Shade Cookbook*. Twenty energetic students gained firsthand knowledge of economic concepts as they made choices about how to utilize available resources most effectively in order to satisfy their need of a new auditorium-gymnasium.

The students were introduced to the economic world of supply and demand, marketing price structure, productivity, gross revenue derived from the sale of goods, and net profit as they promoted a cookbook business. Students handled the various types of money exchange, including cash, checks, money orders, cashier's checks, and traveler's checks. Various forms of local, state, and national advertising were identified. Newspaper, radio and television ads were selectively used in promotion of the book. Banking and investment concepts, such as interest, savings accounts, and certificates of deposits were examined and selected as the profits accumulated. Students successfully managed their business to earn a handsome profit of $255,000 for the first year. The apprentices became marketing specialists in the world of work as they produced enough profits to hire an architect for preliminary bidding procedures.

Throughout the year the students were actively involved in economic lessons, bulletin boards, and videos. Students participated in interviews with radio, newspaper, and television reporters. They toured local businesses and factories involved in specialization of labor and packaging. Specialists in advertising, accounting, newspaper printing, radio and television production visited the classroom.

As their marketing success developed, students were featured in newspapers in all 50 states. *Southern Living* and *Family Circle* magazines have featured the community of Evening Shade and the *Evening Shade Cookbook*. Students have been interviewed on various television programs, including KAIT-TV "Kid's Corner" and "CBS This Morning," during a money-wise segment. This entrepreneurial venture has made a vast economic impact on the lives of students, faculty, and 397 residents of the community of Evening Shade, Arkansas.

RATIONALE

The students and parents of the Evening Shade school district have understood for many years that they had a need that could not be met because of limited resources. We live in a small, rural district in north central Arkansas. Because of the economic conditions of our rural community, taxes could not be increased within reason to generate the necessary funds for a needed auditorium-gymnasium.

Our students believed that every community has some resources that are uniquely their own. It may be as simple as an unusual landmark or attraction, or special talents of community members. Our resource came after a CBS television sitcom starring Burt Reynolds was named after our town. Because of the national exposure we received thanks to our namesake, we believed that we could use this resource to meet the needs of our community.

Then the idea of the *Evening Shade Cookbook* was born. We believed that we could create a national marketing project so that our students could become a vital force in the economic decision making for their community. We planned our marketing strategies with the assistance of star Burt Reynolds and the cast of "Evening Shade."

For many students and parents the idea of selling a cookbook to raise $350,000 seemed impossible. Our economics project has been like an old-fashioned Southern revival. At first, everyone sat on the back row and did not believe what was happening. As time progressed, individuals moved forward to the front row to help.

Our economic project serves an exemplary secondary school program approved by the Arkansas Department of Education. Through this entrepreneurial adventure, students practiced decision-making skills, management techniques, organizational skills, and an awareness of business decisions. Students worked cooperatively with faculty, parents, and community members toward a common goal. As of this date, we have raised $260,000 toward our goal of $350,000. To students, the necessity of making good economic choices has real meaning through experiencing the world of work.

They answered the basic questions of a market economic system of what, how, and for whom a product would be produced to meet a goal. The accuracy of how well they answered these marketing questions determined whether or not they would be able to achieve a new auditorium-gymnasium.

Many people from across the nation have wished us luck and said, "I wish we had Burt Reynolds to help us raise funds for our school!" Well, it's true that we have a unique situation. Our economic project serves as an example of how even limited resources can be creatively used. Thinking and decision-making skills and the persistence of our students played a vital role in our success.

The valuable lessons which students, faculty, and community members learned are immeasurable. As teachers, we have had wonderful experiences with media and advertising. We believe that our economic project has provided students with knowledge and skills that can be applied in the "real" world. Our project serves as an example for teachers in other school districts and illustrates how they may establish a needed goal, solicit publicity and utilize available resources. Other school districts may not have the same kinds of publicity we have had, but other school districts could implement a variation of this cookbook project.

Economic education has been more than a textbook course for our students through application of many skills. They are using their knowledge as producers in the American marketplace. Through our project, students have seen that dreams can truly become realities!

ADAPTABILITY

This project can easily be duplicated by other teachers. This study has been a team teaching effort between Vocational Business and Vocational Home Economics teachers. However, it could be implemented into history, social studies, business, agriculture, or home economics departments. The goods and marketing methods could be changed to meet the needs of the school.

This project uses economics as the core around which an entire curriculum is built. It gives students opportunities to use higher level thinking skills to make decisions about their curriculum, their business, and their overall involvement in various activities.

Even though our project was implemented for a secondary program, a variation of this project could be successfully adapted for junior high, intermediate, or elementary school levels.

Every aspect of our project does not have to be duplicated to have a successful economic study. We divided our study into five units. Teachers can choose which parts they can use to meet the needs of their students.

This curriculum is exciting for the students, parents, and teachers. Students have many opportunities to make decisions and to solve problems that arise as they manage their business. Students take pride in the knowledge that their wise choices have helped them to achieve goals. Teachers who choose to duplicate this project, in any part, will see how exciting teaching economics can be!

BACKGROUND

We currently teach in the Evening Shade school district. Mrs. Lita King is the Vocational Home Economics instructor and Future Homemakers of America student organization adviser. She has had previous business experience as owner of Lita's Home Interiors for 10 years prior to teaching. Her students in FHA first published a community cookbook as a local project. Students projected that further sales could be promoted to reach a larger goal.

Mrs. Julie Johnson is the Vocational Business instructor and Future Business Leaders of America adviser. Her background and current course offerings include: accounting, computer technology, office machines, career orientation, business communications, and entrepreneurship.

Evening Shade is located in a very rural area of north central Arkansas. The economic condition of the community is relatively depressed, with an unemployment rate of approximately 8.8 percent. Parents of our school children are primarily employed in blue collar positions in factories located in the tri-county area. Parents' educational level is generally found to be no greater than a high school diploma.

For these reasons the tax base of our school district is low. Monies received have gone toward the building of needed classrooms and upkeep of existing buildings. However, we cannot generate enough funding for a much-needed auditorium-gymnasium.

Because this is such a rural community with few activities, basketball is a primary means of entertainment. Our teams have been very successful in bringing home many tournament victories in recent years. Unfortunately, our current gymnasium is below regulation court size; therefore we are not permitted to host area tournaments.

Our current auditorium doubles as the school library. Because enrollment has increased in the past few years, current floor space is not adequate for school plays, assemblies, graduation, and other school functions.

As teachers, we enjoy an excellent working relationship with one another. In the past four years we have cosponsored many joint vocational activities and projects. We decided to approach a joint venture so that we could put our expertise to work in a project that would be very meaningful to our students, faculty, parents, and community.

GOALS AND OBJECTIVES

1. To develop entrepreneurial skills by participating in an actual school cookbook business experience.

2. To increase production competencies through development of business plans and participation of workstations.

3. To participate in developing a national marketing theme in order to produce sales efforts.

4. To identify manufacturing, marketing, and managing costs identified through record-keeping skills.

5. To experience the nature of a business as actual money management strategies occur.
6. To gain an appreciation of cooperation between co-workers in order to complete a task effectively and efficiently.
7. To develop skills in the areas of management, cooperation, advertising, marketing, decision making, public speaking, interviewing, note taking, and reporting.
8. To develop a positive self-concept.

PROCEDURES

Unit I: Human Capital

A. Choosing a Career
   1. Career Variables
   2. Job Levels

B. Obtaining Employment
   1. Employment Application
   2. Employment Security Division
   3. Job Interviews

C. Work Ethics

D. Personnel Policies

E. Organization of a Business

F. Entrepreneurial Skills

Unit II: Production

A. Capital Goods
   1. Utilizing Computers
   2. Utilizing Office Machines

B. Phases in the Production Process
   1. Specialization
   2. Division of Labor

C. Quality Control

D. Organization of Workstations

E. Factors of Production
   1. Land
   2. Labor
   3. Capital
   4. Entrepreneurship

Unit III: Marketing Products and Services

A. Developing a Business Plan

1. Market Pricing Structure
   a. Wholesale Trade
   b. Retail Trade
2. Sales Distribution

B. Managing Sales Effort
1. Supply
2. Demand
3. Profits
4. Costs of Production
5. Revenue
   a. Gross Sales
   b. Net Sales

C. Financing a Business

Unit IV: Business Management

A. Understanding the Nature of Small Business

B. Obtaining Technical Assistance

C. Dealing with Legal Issues

D. Complying with Government Regulations

E. Management Techniques

F. Keeping Business Records

G. Measuring Business Finances

H. Managing Customer Credit and Collections
1. Exchange of Money
   a. Cash
   b. Money Orders
   c. Checks
   d. Cashier's Checks
   e. Traveler's Checks

I. Protecting the Small Business Against Risks

J. On-the-Job Work Experience

K. Banking
1. Interest
2. Savings Accounts
3. Certificates of Deposit
4. Exchange Rate
5. Interest Rate
6. Investment
7. Expected Return
8. Prime Interest Rate
9. Variable Rate Loan

Unit V: Promoting the Business

A. The Basic Types of Product Advertising

B. Advertising Media
   1. Newspaper
   2. Radio
   3. Television
   4. Direct Mail
   5. Outdoor Advertising

C. Advertising Budgets

CONTENT

Our economic education project began in September 1991 with our students being introduced to the actual world of work. At this time, students took over as managers of the *Evening Shade Cookbook* business. They were quickly introduced to making decisions regarding the national promotion of the *Evening Shade Cookbook*, as well as all other managerial duties involved with the day-to-day responsibilities of operating a business. This cookbook had been produced as a student project in our home economics department.

The class consisted of tenth-, eleventh-, and twelfth-grade students at Evening Shade High School, Evening Shade, Arkansas. This class consisted of three gifted and talented, nine average, and eight academically disadvantaged students.

After an introduction to the classroom and workstation setups, our students eagerly took over the daily ongoing tasks of operating this business. The first thing they learned was opening, sorting, and processing daily mail orders. As they opened the mail, students read enclosed letters, interpreted how many books were being ordered, calculated to determine if the proper amount of money was enclosed, and categorized the order by the number of books ordered. Next, students stamped all envelopes according to the date received, endorsed all checks, money orders and cashier's checks, and completed a daily tally sheet.

The daily tally sheet was an accounting procedure the students practiced as a double check system for comparing the number of orders with the total amount of money received.

The next thing the students learned was how to handle problem orders. Such orders included cash, incorrect amount of money enclosed, donations and requests for information. Students helped develop another system of record keeping for such orders.

To assist in national newspaper advertising, students used the *Editor and Publisher Yearbook*, the encyclopedia of the newspaper industry. From this listing, students mailed a packet to all newspaper editors of both daily and weekly papers. This packet consisted of a letter explaining our project, a press release, and a complimentary cookbook.

Students developed a plan whereby the United States map was divided into marketing territories. They decided to market two states at one time. A western state was paired with an eastern state; similarly, a northern state was paired with a southern state.

A student was assigned the task of tracking orders according to the geographical state of origin. This gave students feedback concerning their ongoing advertising plan.

By October we were in full swing; daily orders and national advertising had become second nature to these young entrepreneurs. Our first large-scale national advertising promotion came as a result of a feature article in *Southern Living* magazine. Kathleen Royal, a former Evening Shade resident and a current test cook for Oxmoor House, gave a slide presentation. In this program she illustrated how recipes are tested at Oxmoor House for *Southern Living* magazine.

Two other major opportunities came our way in October. First, all students participated in a 10-day marketing adventure at the Arkansas State Fair. Students, assisted by faculty and community members, sold cookbooks and answered questions concerning our project.

Also during October, Diana Davis, news anchor for KAIT-TV in Jonesboro, spoke to our students and explained the many aspects of television media. Ms. Davis was so impressed with our students she asked to do a feature during her "Kid's Corner" segment of the news. The students gladly accepted. A time was scheduled for her to return in November.

SUMMARY

This study in economics was very successful in many ways. Based on the notion that students can better integrate economic concepts by experiential opportunities, this project required students to make decisions and solve problems relating to every phase of operating a business in a free enterprise system.

The national marketing of a cookbook put students in working relationships with faculty, parents, community members, and professionals. Student learnings were observed as they managed customer relations, public speaking, interviews, telephone etiquette, fellow worker relations, and team efforts.

This project gave students the opportunity to learn specific skills in calculating profit, product cost analysis pricing, customer servicing, mail order shipping and receiving standards, performance of job skills learned in their specialty areas, and many phases of record keeping.

By administering standardized pre- and posttests, an increase in student learning was observed. Student outcome on teacher-made tests showed great increases of knowledge in economic terms and concepts. Students were tested on performance of job skills such as daily tally sheets and check listings. Teacher observations in their solutions of operational problems as they occurred in weekly operations proved worthy of student praise.

A broad objective of this project was to illustrate to students the vast array of decisions that must be made in operating a business. We successfully demonstrated this concept as many students commented that operating a business was not nearly as "easy" as they had thought! Much more time, work, and effort goes into business management than most had guessed before operating the cookbook business.

Our students really enjoyed this project. Who would ***not*** enjoy cooking up a large pot of profits? This has been one of the most exciting years of a lifetime, and our project is still going on. This project had a deep impact on our students' lives.

During the last year, over 85,000 cookbooks have been sold. Students have handled approximately $475,000 for a net profit of $255,000.

Our students not only learned economic concepts, but they practiced decision-making skills and were able to experience the positive consequences. Because of wise economic choices, they have cooked up a wonderful pot of profit!

GOOD IDEAS IN BRIEF: SENIOR HIGH SCHOOL LEVEL

JOHN J. MORGAN, *Tower Hill School, Wilmington, Delaware*, developed an "Economics Library Research Project" for a high school economics class. The students were fortunate to be able to work closely with the economics faculty at the University of Delaware. The staff at the Center for Economic Education helped the instructor choose 10 of the most vital issues in economics: (1) Should a voucher system of education be instituted? (2) Should the current system of social security be abolished? (3) Should the government-mandated minimum wage be abolished? (4) Should the U.S. government pursue a policy of free trade? (5) Should the federal government provide health care for all citizens? (6) Should an amendment be passed requiring the federal government to have a balanced budget? (7) Should the U.S. give aid to the Soviet Union? (8) Should federal agricultural subsidies be eliminated? (9) Is the trade deficit hurting the future of the U.S. economy? (10) Should a limit be placed on the purchase of U.S. businesses by foreigners? The staff also arranged for each student to meet with an economics professor. Each student was matched with a professor who had special interest and expertise with the issue the student had chosen. The students obtained background information, the opposing views, and were given some ideas about articles they should read. This gave each student a very valuable beginning to their project. The Tower Hill School students were fortunate to have a library equipped with the latest technology and a librarian more than willing to help the students learn to use these time-saving tools. Two of the most helpful were the Wilson Abstracts on CD ROM and ProCite. Wilson Abstracts saved the students significant amounts of time. It provided them, at the touch of a button, with numerous abstracts of recent articles written about their question from a wide variety of sources. By reading the abstracts, the students could easily choose which articles would be most helpful. ProCite calls for all needed bibliographical data and then prints it in the form requested. Both of these were tremendous time savers that allowed students more time for evaluation and analysis. The six "clues to economic understanding" from the Capstone economics course kept the students focused on using economic reasoning to find the answer to their question.

SHIRLEY A. WOODSIDE, *Airport High School, West Columbia, South Carolina*, created a play "A Day at the Fed" as a vehicle for teaching monetary policy. She had a long history of teaching economics classes and found that students couldn't translate what they learned to different situations or essay questions. In exasperation, she wrote a script that involved each student playing a part as a Federal Reserve employee. Students experienced the Federal Reserve Committees in action: supervising and regulating a bank, deciding how to use the Fed's monetary tools to solve the economy's problem of raging inflation, and handling an individual district's problem. Goals were for students to (1) observe the physical makeup of the Fed's committees, (2) recognize the importance of Alan Greenspan's job as the Chairman of the Board of Governors and FOMC, (3) make decisions using monetary policy that enables our economy to run smoother, (4) be able to explain the separation of the Fed from the judicial, executive, and legislative branches of the government, (5) be able to give examples of the Fed's supervision and regulation practices, and (6) be able to tell how the Fed represents the entire nation in its policy-making and regulation functions. The play had participating parts for a minimum of 15 students up to a maximum of 33 and took 45-50 minutes. Participants followed a printed script and sat with their Federal Reserve Committee. Written student answer sheets and a short quiz at the end of the play further emphasized the importance of the Federal Reserve's decision-making committees.

LINDA A. DAVES, *Springdale High School, Springdale, Arkansas,* "licked" an economic labor problem within a self-contained secondary special class for the mentally handicapped with the "Lick 'em, Stick 'em Company." This nickname launched an intensive study of business organization and brought about the formulation of the foundations of a classroom business. These handicapped students, ages 15-19 and grades 10-12, were lacking outside employment situations that provided job skills. Since the majority of the students lived in the country and had no access to transportation, they wanted **full employment** of the class in an on-campus capacity. The situation would need to require no transportation or work before or after school hours. They had also established a postsecondary training scholarship for a graduating handicapped student and were searching for a funding mechanism. From previous studies about the **market economy** and **product market** of the district, they had found a need existed for an in-district bulk mailing, sorting, and collating service. On occasion they had volunteered to do this type of work for the principal's office which had given them the affectionate label of "Lick 'em, Stick 'em Company." The students decided that if they were being called a company, why not become one. With the ultimate goal of forming their own business, the class began an exploration into the aspects of business organizations which turned into a yearlong study. They called themselves **entrepreneurs** and looked at the concepts of **sole proprietorships**, **partnerships**, **corporations**, **franchises**, **cooperatives** and **nonprofit organizations**. Specifics, including advantages and disadvantages of these, were addressed mainly through teacher explanation and class discussion, worksheets and written activities. Also used were debates, role-play, charts, and resource materials and people. One of the activities the students especially enjoyed was listening to readings about people and their achievements in these areas. Lee Iacocca and Levi Strauss were their favorites. Cars and blue jeans, how appropriate for teenagers! Research was done on a variety of well-known local businesses such as Wal-Mart Stores, Inc., and McKee Foods, Inc. (Little Debbie cakes and cookie company). With a limited amount of age-appropriate, commercially prepared and printed materials they could read and comprehend, they knew they had to "stick" to the use of their ears, eyes, voices, hand and thinking skills to learn. As a culminating activity, the students chose the business organization that suited their needs, worked on their own **articles of incorporation**, and elected a **board of directors.** They also answered the basic economic questions for the organization by deciding for whom and what **goods** and **services** to offer, how they were to be produced and what **natural**, **human**, and **capital resources** would be utilized.

WILLIAM D. MITTLEFEHLDT, *Anoka High School, Anoka, Minnesota*, designed "Minnesota: Planning for Payback" to culminate 12 years of his students' public education. The mission of education is to tease, train and educe informed and involved citizens from youth. This unit attempted to complete that development process by directly involving them in economic problem-solving which took them from the classroom to the state capital. By using all their skills and building on their experience, it was designed to begin the process of paying back the public investment made in them. The unit was implemented over four weeks in a required twelfth-grade class: Senior Social Studies. It was the final unit in their last social studies class. It was organized for students to use their knowledge and skills in presentations made to a panel of legislators at the capitol building. This was to emphasize their ability to creatively deal with real-world economic problems and to cultivate their leadership. Students were given a background of vocabulary and concepts to improve their understanding of economic development in Minnesota. The students were assigned to work in teams which had been designed for diversity. Teams were mixed by gender, birth-order, and Gregoric learning styles. This was done to increase the team's creativity in problem-solving for presentations. After an introduction and overview, teams worked for three days in the computer lab surveying data which the instructor had gathered from three different databases. Demographic, social, and economic information was found for 160 nations, 50 states, and 87 Minnesota counties. Student teams used these data to define particular problems affecting Minnesota's competitiveness. The first week was spent developing vocabulary and examining the data. The second week the class examined information left from a previous visit of the Minnesota State Economist and extended their definition of an economic problem in Minnesota. The second and third weeks students used additional print and phone information to craft a legislative proposal which addressed the problem which they had identified. The last week student teams were involved in a simulated hearing of the **Minnesota Legislative Commission Planning for Payback**. Student commissioners gave critical feedback to each team presentation regarding cost-effectiveness and not working against the market mechanism. The final session of the simulated Commission hearings included lobbying, negotiating, and revising economic development proposals. In the final round, the Commissioners voted on the proposals (data-defined problems and feasibly articulated solutions) they would accept. These were the team proposals which were invited to go to the legislature that afternoon to make formal presentations to a panel of legislators involved with Minnesota's economic development. That afternoon Senator Gene Merriam, Senator Vickie Johnson, and Representative Charles Weaver listened and critiqued 16 students' team presentations for two hours in the capitol. This dynamic exchange had symmetry; it was the last day of school. The process of payback had begun.

MARIE E. CONTINI and LINDA HOLDSWORTH, *New Philadelphia High School, New Philadelphia, Ohio*, collaborated to create "A Burning Desire," a relevant historical study explaining the need for taxation, for junior and senior business classes. The unit was developed to better prepare the students as future taxpayers. The need for this resulted from their school suffering extensive fire damage that necessitated the relocation of some 1500 students and faculty on March 4, 1990. To be able to complete the school year, the students were housed in churches, a vocational school, and a college campus. Their day started at 6:30 a.m. and ended at 1:15 p.m. Middle school classes began at 8:00 a.m. and ended at 2:40 p.m. This situation caused a lot of frustration for students, faculty, and administrators. Meetings were held with the public to determine the specifics of the bond issues that would be decided in June 1990. From this point on there were diverse opinions that resulted in a division of the community. The levy was defeated by a vote of 4 to 1. And from then until now everything was downhill. In order to start school in the fall, the high school was housed in 24 modular units spread out over the parking facilities for the faculty. Classes were also held in the newly renovated middle school. The students now had to contend with daily weather conditions since their main hall was outside the building After a few months, students were upset, frustrated, and absenteeism increased. The students could not understand why the community would not support a levy that would provide a school for them. The phrase "it would only cost a pizza a week for the average homeowner in new taxes" was not understood by the students. That is when the instructors decided to present materials to explain taxation, the cost involved in building a new school. In addition, they explored the reasons why the levies were not passed. In order to make this fun while learning, the students were encouraged to brainstorm ideas and develop a game to better understand taxation and deal with their frustrations about not being in a high school building.

TIMOTHY L. CULLEN, *Leonia High School, Leonia, New Jersey*, developed "An Attack on Reflex Ignorance" to address the needs of graduating seniors who were demonstrating a reflex ignorance of both economic terminology and events. Perhaps the most critical unit of this course was the first. Here the students were introduced to the various terms and problems which would have such an impact on their lives. But more significantly, this was the time when they first addressed the reflexive ignorance which so characterizes the scholastic response to the study of economics. For without an attack on this syndrome, any real grasp of this subject area is destined to fail. As the senior year is one which is often disrupted by college visits, guidance appointments, and other distractions, this unit was divided into a series of one-day topics. Homework assignments were critical but they were unlike those previously given in their other courses. This better allowed for the greater continuity of the class and allowed students who were absent to learn the material during a free period or after hours with a teacher. The course of study covered 20 weeks of work. There were a variety of lessons, including a puzzle on Adam Smith's concept of capitalism, a supply and demand game, a financial analysis to determine the true cost of cutting a class in college, and a class project on investment. The class heard guest speakers, most of whom were former members of the class engaged in running their own businesses while attending college. Each class aimed at attacking the syndrome of reflex ignorance. In the end, we dissolved the reflex ignorance with everyday examples, much as parents dispel the fears of their own children by opening the closet and showing them that the noise in the night is nothing more than a poorly oiled hinge. There was no trauma and no embarrassment this way. Students simply realized that their fears about economics were irrational; that the bogeyman of Adam Smith is an apparition.

DORIS L. HARSH and LISA R. MILLIKEN, *Turner Ashby High School, Bridgewater, Virginia*, developed "Seasonal Scents" as a project to bring together the Trainable Mentally Handicapped (TMH) students and the "average" students of a consumer mathematics class. Since the school houses a special education suite, it was very important that there develop a mutual understanding of the likenesses and differences that exist between the special education students and the other students. The teachers of both groups met and decided that the students working together in an activity could help promote understanding. Since the two groups could encounter each other in future work settings, a small classroom business would be a good medium to promote understanding because all the students shared the need to know the economic makeup of society in order to function in that society. The classes formed a business and called themselves the "The TA Craft Kids." They worked together closely on planning and producing a potpourri wall hanging called "Seasonal Scents." Each class worked individually on the concepts and terms involved in the unit, and as they worked together, they often shared the concepts together. As they worked together, the differences became less noticeable and the likenesses became more obvious. Each day for a week, TMH students and consumer math students took orders for the item during the lunch period. The classes then worked together to make the items and sell them; thus, each class contributed according to student talent and ability level. Each student had practice integrating his or her social and economic skills into a unit based on math. The students also formed a lasting bond of friendship and understanding. The culminating activity used the profits for a pizza party at Pizza Hut and the purchase of shrubbery for the school. The students assisted with the planting of the shrubbery.

Chapter Five

OPEN CATEGORY*

PARTIES ARE REALLY TERRIFIC INSTRUMENTS FOR ECONOMIC STUDIES

Sally S. Beard, Peggy S. Hill, and Gary L. Moore
Lee Elementary School, Springdale, Arkansas

RATIONALE

The Springdale School district is located in the northwest section of the state of Arkansas. Our school is an elementary facility serving kindergarten through sixth-grade students. These children come from a variety of backgrounds including low, middle, and higher income families. As is typical with all children, they love parties and the opportunity to participate in them. On September 3, 1991, Lee Elementary School was 40 years old. This event presented the teaching staff with an excellent opportunity to integrate the teaching of economic concepts into a unit of study which would catch the students' interest. A plan was developed to involve the entire school from kindergarten through the sixth grade in planning, presenting, and participating in a 40th birthday party.

Since our students are faced with the need to be effective consumers and producers and to make intelligent economic decisions, we decided planning a party would provide an excellent opportunity for students to learn economic vocabulary and experience economic concepts. Students would become consumers as they explored the many resources for goods and services which they might want to include as part of a successful birthday party. Teachers planned field trips so classes could gain firsthand knowledge about the availability of goods and services for the various elements of their parties. Careful consideration was also given to the wants and needs which were part of the planning process. The many economic decisions which they would be required to make would help them learn that economics is the basis for any endeavor.

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*The Open Category is designed to encourage educators whose responsibilities are not defined by traditional grade-level distinctions, e.g., primary grades, intermediate grades, etc. Among those who are eligible and were encouraged to submit projects to the awards program were school librarians, curriculum supervisors, and school administrators. Such individuals frequently have multigrade and/or schoolwide/school district responsibilities.

The first four projects in this chapter are available through Interlibrary Loan; see p. xv for assessing the complete manuscripts.

OVERVIEW

The following framework was established to teach economic principles:

1. Teachers decided on grade-appropriate economic concepts which could be taught.
2. To help teach economic concepts, the staff designed a workbook called "Parties Are Really Terrific Instruments for Economic Study."
3. Students were given a faculty-developed pretest.
4. A currency system was established so students would have a monetary base from which to work: (a) Students designed currency; (b) guidelines for earning "Lee Lion Loot" were established; (c) dollar values were assigned to specific activities.
5. Students in each classroom researched the cost of the various components needed to put on a birthday party, i.e., invitations, refreshments, entertainment, gifts.
6. In order to finance party activities, students in each classroom created a budget determined by the capital resources which were available to them.
7. Students learned about the different economic factors which influence the various components of birthday party preparation.
8. Students created games with an economic theme which could be played by all the students at the schoolwide birthday party.
9. Students used "Lee Lion Loot" to play economic games at the schoolwide birthday party.
10. A Lee Elementary School Birthday Party Celebration was conducted as a culminating activity.
11. Students were given a faculty-developed posttest.

GOALS

The need to present economic concepts to our students in a format which could be directly related to a real-life situation became a desire of the staff at Lee Elementary School. We established a goal for the entire school which was: "A schoolwide effort will be made to integrate economic principles and terms in all grade levels K-6." This goal, developed during the annual goal-setting meeting, showed a commitment on the part of the teachers to present economics to the students. Through a hands-on, activity-oriented project, we wanted our students to learn basic economic terms and concepts, and be able to relate that knowledge to a real-life situation. To this end the following goals were established:

1. Students will learn basic economic concepts in a classroom setting.
2. Students will research the various components which are involved in preparing for a party.
3. Students will learn about the monetary factors which are part of a party.
4. Students will apply all of the economic skills they learn in the planning process by conducting a party.

Within this setting students would learn to use critical and higher-level thinking skills as part of a project which would be relevant to them. At the same time, students would be motivated to enhance their understanding of economics and also improve their self-concept as they learned to make wise economic choices. This learning environment would give them experiences which were relevant and charged with excitement.

OBJECTIVES

Correlated with Bloom's Taxonomy of Thinking Skills

Knowledge and Comprehension

1. A pre- and posttest will be developed and given to students to determine strengths, weaknesses, and growth.
2. Students will learn economic terms in classroom settings.
3. Students will learn economic concepts by researching the different elements involved in planning, presenting, and participating in a birthday party.
4. Students will learn about monetary factors which influence economic decisions.

Application

5. Students will explore economic principles through involvement in real-life activities.
6. Students will employ economic concepts in classroom settings through various activities provided by the classroom teacher.
7. Students will successfully complete activity sheets which present economic concepts.
8. Students will learn about wants and needs, goods and services, budgeting, monetary practices, and other economic concepts as they make economic choices about the various aspects of their party.
9. Students will apply knowledge they have learned to play economic games at the birthday celebration.
10. Students will prepare a budget.

Analysis

11. Students will evaluate the opportunity cost of the various items which they would like to include as part of their party.
12. Students will be able to determine what is the "best buy" for their money after researching various market items and applying economic principles they have learned.
13. Students will analyze the various options for "prepackaged" parties versus "do-it-yourself" parties and decide which will best fit their economic budget.

Synthesis

14. Students will design games for the school's birthday party using economic facts and concepts which they have learned.
15. Students will create a budget for their party based on economic concepts which they have learned.

Evaluation

16. Students will evaluate the effects of finances, consumerism, and retailing strategies on planning the parties and implementing those plans.
17. Students will evaluate the success of their party based on the various economic factors which influenced their choices.

PROCEDURES

Planning and Preparation

Each year Lee teachers, as part of the Springdale School District, participate in the "Key Teacher" program. This program is a national award-winning program which helps develop and present economic activities, ideas, and materials to all teachers in the district and provides liaison persons for the local business community. As we began planning for our "Birthday Project," we looked closely at the materials which were available to us through the "Key Teacher" program. Teachers were able to incorporate activities taken from materials contained in the following sources:

Kindergarten—Poultrynomics
First grade—Pennywise
Second grade—Econ & Me
Third grade—Exploring the Community Marketplace
Fourth grade—Trade-offs
Fifth grade—Back to the Basics with Economics
Sixth grade—Exploring the International Marketplace
All grades—Teaching the Economics of American Agriculture: The Food and Fiber System

These materials offered relevant and grade-appropriate information for the teaching of economic concepts in the form of hands-on activities. We also looked at a variety of other materials which we could include to help present economic concepts to our students in novel and exciting ways. By drawing materials from as many sources as possible, we felt we could offer our students a wider base of relevant economic instruction.

As part of our planning process, we decided which basic economic concepts we would teach. We wanted to center the teaching of concepts around the idea of birthday parties. The teachers also decided to create a student "workbook" which would provide a framework for our studies. The concepts which we decided would be taught and included in the workbook were as follows:

- Goods and Services
- Wants and Needs
- Consumers
- Budget
- Capital Resources
- Human Resources
- Natural Resources
- Limited Resources
- Consumer Demand
- Scarcity
- Specialize
- Supply and Demand
- Producers
- Interdependent
- Barter
- Raw Materials
- Produce
- Product
- Opportunity Cost
- Money
- Profit and Loss
- Diversify
- Surplus

To establish a monetary base for the students to use in budgeting and learning about financial principles, we used two different mediums. One was an activity in which students designed "Lee School money" for use at the schoolwide birthday party. The other fund was actual legal currency which students could spend on supplies for their classroom parties. The following is an explanation of how the systems worked:

Lee School Money

Students were involved in designing special "Lee Lion Loot" which would be used throughout the project as "wages" which they earned from predetermined "jobs" that teachers established. Students could earn money for classroom work, good behavior, participation in the reading incentive program, bringing items for the White Elephant Auction, and bringing candy which would be used as prizes for the economic games at the schoolwide birthday party. Students would have the opportunity to earn up to $50 which they could spend making "economic choices" at the schoolwide birthday party.

Real Money

Money which was generated from a schoolwide popcorn sale on February 7 and a schoolwide sale of suckers on February 21 would be used by students to purchase supplies for their classroom parties. Each class would use this money as their "income" to establish a "budget" for use in purchasing "goods" and "services" for their classroom parties. Money itemized in the budget would cover the cost of invitations, decorations, games, and refreshments.

Activities

We also established an outline of potential activities which would enable our students to gain a better understanding of the economic principles involved in planning, preparing, and conducting a party. These included:

1. The students would design money to be used as currency in the school's monetary system (Lee Lion Loot).
2. The students would earn money according to their participation in classroom activities.
3. Each classroom would conduct the refreshment part of the school's "birthday" party in their classroom.
4. Each classroom or grade level would create an economic game for all students to play as part of the entertainment for the schoolwide "birthday" party.
5. To create another opportunity for students to spend their "Lee Lion Loot," an auction of white elephant items would be held at the end of the party as part of the entertainment.
6. Each classroom would invite people to their party who were part of Lee School's history or who had served as volunteers in their class.
7. The students would plan a budget for their classroom birthday party.
8. The students would research various community resources to determine the availability of goods and services wanted for their party.
9. Students would plan their party according to capital resources and availability of goods and services.
10. A schoolwide party would be conducted as a culminating activity.

EVALUATION

Staff-developed, grade-appropriate, pre/posttests were used to determine the effectiveness of the program as demonstrated by student performance. Separate tests for primary and intermediate levels were utilized. By using information gained from students taking these tests, we were able to assess the levels of economic learning that had taken place. Significant gains in student economic understanding were noted at all levels.

The primary level students, kindergarten through grade three, were assessed using both the pre/posttests and teacher observation. Students were able to demonstrate economic learning through verbal and performance-oriented activities. Creative writing, teacher-directed writing, and art activities were all utilized by the teachers as part of the evaluation process. Students were able to show an average 5.3 point improvement on the posttest. This represents a 35% increase in scores from the pre- to post-test for the group. On the pretest the average score for students was 5.5 points or 37% correct, and on the posttest the average score was 10.8 points or 72% correct. These results represent composite scores but many individual performances were outstanding. Some students who only got one answer correct on the pretest were able to score 13 or better out of a possible 15 points on the posttest.

The intermediate-level students, grades four through six, were also evaluated using a school-developed pre/posttest and teacher observation.

Again, significant gains were made in the mastery of economic concepts. In grade four, students had an average score of 8.9 points on the pretest for 45% correct. On the posttest that increased to an average of 12 points or 60% correct and represented a 15% improvement. In grade five, students scored an average of 12.2 points on the pretest for 61% correct. On the posttest, the score increased to an average of 15.8 points or 79% correct. This improvement of 18% was the greatest at the intermediate level. In grade six, students averaged 11.3 points on the pretest and 13.5 points on the posttest. This was 57% and 68% correct respectively on the evaluation instrument indicating an 11% increase.

Overall, students at Lee demonstrated significant growth in economic learning as evidenced by the pre/posttest scores. Through the other methods informally used to evaluate the success of the project, teachers were gratified by the growth in student understanding of economic principles and concepts.

CONCLUSIONS

By using birthday parties as the basis for a unit of economic study, the staff of Lee Elementary School created a meaningful learning experience involving themselves, their students, and the parents. Bloom's Taxonomy served as a guideline for teachers as they developed a program they hoped would maximize student success. The staff felt students would have a higher rate of retention of the concepts being taught if they were presented as part of a realistic, hands-on, activity-oriented unit of study. Attention was paid to insuring that students at all grade levels would use critical and higher-order thinking skills as an integral part of their decision making for the classroom and schoolwide celebrations.

Success can be measured in many ways. Certainly, test data are important in verifying success. However, teacher and parent observations of students utilizing materials in settings outside the school setting were just as useful in assessing student progress. By applying these various means of measurement, our project was a resounding success. Feedback from parents and community members confirmed that our students could apply the concepts and use the vocabulary they had learned as a result of participating in this project. Budget, goods, services, capital resources, opportunity cost, consumer, wants, needs, producer, profit, diversification, scarcity, and surplus were some of the terms our students used correctly during the culminating activities and throughout the remainder of the school year. As a result of the cooperative efforts of our students, teachers, parents, and community members our schoolwide project was a tremendous success.

SCHOOLS AND PROGRESS ARE AT THE CROSSROADS: THE VOTERS HOLD THE KEY TO OUR EDUCATION AND ECONOMIC FUTURE

Florence B. Smith
Oak Grove Junior/Senior High School, Little Rock, Arkansas

OVERVIEW

This junior and senior high school economics mini-unit focused on a once economically wealthy school district that had survived a federal desegregation lawsuit and the failure to pass school millages for 14 consecutive years. Finally, the passage of an eight mill school tax saved this economically devastated district from consolidation with another local school district.

The mini-unit described in this report was the outcome of the efforts of young people who are beginning to recognize their responsibilities as participating citizens in a free society. To better appreciate the complexity of our nation's tax system these young people were first introduced to the "Understanding Taxes" series. Through activities involving pubic speaking, group participation, critical thinking, problem solving, interviewing, and objective reporting, they gained understandings of such basic economic concepts as scarcity, opportunity cost, trade-offs, decision making, public goods and services, allocation mechanism, economic systems, factors of production and productivity.

The students combined their newly acquired economic knowledge with the electoral process by organizing a school millage mock election. Three hundred students in our school voted for the school millage and 169 voted against the millage. The next step in our mini-unit was setting up an exit poll on the "real" election day to poll the actual voters after they voted on the millage increase. The students quickly learned that there are divergent views held by various economic, political, and social interest groups within our city. The election result was 11,420 for and 6,187 against the millage!

Word spread quickly about our economic study! Citizens in our community felt our study had led others to use objective analysis in deciding which interests should have priority. The students were asked to display some of their school millage projects at the State Capitol. They wrote and produced a video on the economic trade-offs of the school millage issue. Parents viewed the video with great pride as they saw how their students had learned to approach economic problems in a democratic and orderly way!

RATIONALE

To touch the lives of as many students as possible in the only junior and senior high school in the central Arkansas area, I decided to utilize the interdisciplinary approach to teaching the economics of desegregation in the public schools and the importance of maintaining school taxes for quality education and our economic future.

All students—the at-risk, the talented, and the regular—must take English, math, and social students before they graduate. These were the disciplines I targeted to demonstrate the importance of economics in our everyday lives. This team approach was a perfect opportunity to address two concepts that I feel very strongly about: democracy and education.

There is widespread concern over the financial plight of public education in the state of Arkansas as well as the nation. Many patrons in central Arkansas are wondering how three independent school districts can maintain quality educational services if teachers, administrators, and support staff are unemployed because of a scarcity of revenue. Many people believe, "Educational cuts don't heal."

Several of the graduating seniors in my psychology class began asking me about the many news articles concerning the financial problems of the three school districts. The article that upset them the most was entitled, "Cuts Put Accreditation on Line for County District."

My ninth-grade civics students were equally disturbed when they read that a group of national investors refused to buy $6 million in bonds from the Pulaski County Special School District. To address my psychology and civics students' concerns for their future, I decided to introduce economic education into their lives. I believe the results of many of our nation's problems would be different if our voters and leaders were economically literate.

I know from experience that practice and reinforcement in the classroom are necessary to provide students with the knowledge to identify and analyze economic problems. Repeated practice provides students the confidence and knowledge to provide the best economic solution when faced with economic problems.

GOALS AND OBJECTIVES

My cognitive goal was to give psychology and civics students a background in the basic economic concepts so they could understand that taxes are used to raise revenues to obtain resources for local, state, and federal government. My primary objective was to provide a foundation in basic economic concepts such as: public goods and services, taxation, budget, deficits, allocation mechanisms, opportunity cost, productivity, capitalism, socialism, communism, tradeoff, and the role of government.

My affective goal was to stimulate awareness and appreciation of the various educational opportunities available to students so they could decide which choice benefited them. My objectives were: (1) to judge the efficiency of bus transportation school systems, (2) to participate in a school mock millage election, (3) to conduct a voter exit poll.

These objectives were designed to give students "hands-on" experience and to engage in activities at all levels of Bloom's Taxonomy.

PROCEDURES

I. The teaching unit involved hands-on participation for six weeks. Each class period was 55 minutes.

II. The students involved were from low to middle income. The pupil composition was a heterogeneous group of black, white, male, and female scholars. The subject areas were ninth grade civics, tenth-, eleventh-, and twelfth-grade psychology. The total number participating was 57.

III. After deciding to analyze a social problem in our community that could have a long-term economic effect upon the community and school district, I gave my students the Joint Council's test that consisted of 40 questions. They completed the pretest and then viewed the videotape "What Is Economics?"

Next, we discussed economic terms and definitions that were relevant to our study on basic economic concepts.

These terms were:

1. economics
2. scarcity
3. capital
4. goods
5. services
6. public goods and services
7. resources human
8. consumer
9. consumption
10. supply
11. demand
12. prices
13. profit
14. opportunity cost
15. division of labor
16. interdependence
17. specialization
18. capitalism
19. wants
20. needs
21. unemployment
22. stocks/bonds
23. factors of production
24. blue collar worker
25. white collar worker
26. taxes
27. competition
28. allocation/budget
29. entrepreneur
30. sole proprietorship
31. partnership
32. corporation
33. stockholder
34. trade-offs

IV. The Understanding Tax series taught students how different taxes affect different income groups. These video presentations further explained the evolution of our federal tax system and the responsibility of each voter.

V. The "Give and Take" film series was essential to our project. These video presentations further explained the basic economic concepts that were emphasized in our classroom discussions, homework assignments and activities in class.

Some students became so involved with making good economic decisions that they made decision grids for going out on dates, allowance money, and other important events in their life.

VI. To demonstrate to the community the need for understanding of the economic issues of the school millage, students prepared a decision grid and presented economic information to pass out fact sheets in their neighborhood. On Monday, the day prior to the millage vote, three students and I were invited to the State Capitol to present our economics project and participate as a supporter for Economic Education Awareness Week. In presenting our economics project, we discussed the class decision grid that identified the economic advantages and disadvantages of school consolidation.

- Students explained the millage rate our district was asking voters to approve.
- Students stressed the importance of maintaining the majority-to-minority (M-to-M) student transfers and how the loss of state desegregation funds would hurt all three school districts.
- Students read a poem written by a student in Mrs. Teddi Pettyway's English class. The poem stated some consequences of not passing the millage.
- Students also discussed the need for organizing a student business in the school.

While the three students and I were at the State Capitol, my social studies department head, Floyd Dunn, assisted us in the project by conducting a mock election in the social studies department to maintain a focus on the importance of voting in the millage election. At the end of the day, 361 students voted for the school millage and 169 voted against the millage. We won the millage vote among the students who have a great influence upon their parents.

VII. The next day was Tuesday, Election Day. Students arrived early to work with Mr. Kellogg, our principal, to set up an Exit Poll. Division of labor was demonstrated again by the students. Two students brought lawn chairs. Another brought a hammer to ground our poster and another a staple gun. One parent sent pencils and a clipboard for students to use. I gave each student a red "Economic Education Is Working In Arkansas" button and a blue ribbon stating "I Support Economic Education/Economic Education Awareness Week." The students worked the Exit Poll from 7:35 A.M. until 3:40 P.M. At 4:00 P.M., two parents came and worked the Exit Poll until 7:30 P.M. At 9:30 P.M. we had won the election. The school millage had passed in our area after 14 years. The result was 11,420 for and 6,187 against the millage.

VIII. Numerous newspaper articles described scarcity of income and budget cuts in our school district. These cuts raised economic questions about how many people would be unemployed or transferred and how much our school's budget would be cut.

IX. In order to make money for camera film, picture production, letter writing stationery, poster board graph enlargements for our project, we raised capital by having a car wash. We raised $66 in profit. We provided a community service to anyone who gave us a donation. Most people donated $3 for a car and $4 for a truck. The girls designed and carried posters advertising the car wash. We experienced hand division of labor when the boys had to wash the cars. I chose to compare my students' unhesitating motivation that came "alive" like the Walt Disney animated character Pinocchio. Economics magically began to have real meaning at the car wash. Students experienced supply and demand, natural resources, labor, specialization, opportunity cost, consumer and consumption all at the car wash.

X. Our culminating activity was an educational field trip to MGM Studio in Orlando, Florida, to see firsthand how films are put together and produced. Students were very excited about a trip of this magnitude. Many of my tenth, eleventh, and twelfth graders had already been to Epcot Center in Florida with their family and did not go but did help raise money for their classmates. Three students made the commitment and did work through fund-raisers to go with me to Florida. The students' first fund-raiser was a raffle-donation of two black-and-white 4.5-inch television sets.

Specialization was part of each fund-raising activity. Usually the best salespersons sold more raffle-donation tickets. One student sold $400 worth of tickets. Our second and final fundraiser was a school basketball game. Our team was called Operation Sunshine and the other team was from KTHV-Channel 11, a local television station. We discussed the cost of game tickets, refreshments, and game trophies. Our profit was $1,000. We divided the money equally among the students. We had no liabilities because everything was donated. We planned a four-day, three-night trip. The total price of $835 per student included airfare, food, lodging, transportation from the airport, and a four-day pass to Epcot Center. Students enjoyed the trip.

They learned the opportunity cost of choosing an educational field trip. Students learned that when a choice is made certain responsibilities go along with their personal decision and there is "no such thing as a free lunch."

XI. The economic activity that the students were most proud of was our field trip to Oak Grove Elementary School. Students made a personal decision to introduce kindergarten students to three economic terms: scarcity, productive resource, and opportunity cost. Students realized the importance of passing the school millage. They were knowledgeable about the scarcity of operating funds in the school district and the opportunity cost that voters would face when a personal decision to vote was made on Tuesday, May 5. The class divided themselves into two groups. One group was responsible for serving 50 blueberry muffins and orange juice to two kindergarten classes. This group also provided the muffins and paper napkins. The other group was to assist the story readers or be available if a break was needed. This group provided the orange juice and cups.

My psychology class was surprised to see how well the kindergartners understood "The Muffin Muncher." The story readers made an analogy of "The Muffin Muncher" to the voters of the Pulaski County Special School District. Both villagers and Pulaski County voters had experienced scarcity which is present in every society. The opportunity cost for both groups was making a decision that changed their lives economically. The students asked the kindergarten classes to be like the Dragon, who became a productive resource, by asking their parents to vote for the millage.

EVALUATION

The students underwent various forms of evaluation. The Joint Council's Junior High School Test of Economics was administered on both pre- and posttest bases. The students were also given one teacher-made test, one major test, two standardized tests, one check-writing test, and two economic vocabulary tests.

Student hands-on activities provided the most positive means of evaluation. Several activities were created:

- Bulletin board display
- Econopoly board game
- Economics videotape production
- Drawings for the economic scrapbook
- Construction of a teacher survey
- Ballots for mock millage election and exit poll
- Car wash and basketball game fund-raiser
- Student group public speaking
- Visit to an elementary school to involve our younger generation in economic education.

The most conclusive evaluation techniques were class discussions and teacher observations. All guest speakers revealed their amazement at how well the students grasped economic concepts. My student teacher, Beth Hail, shared her amazement at how well the students mastered economic concepts and applied them in our project in such a short time. She also admitted she had learned a great deal about economics through our project. I could really see a difference in the maturity level of all students. As a result of group decision making and group presentations, Jennifer, Emily, and Tyrone continued to improve their public speaking skills after their presentation at the State Capitol. I believe all students grew and learned how to transfer these lifelong skills to other situations when a decision must be made. I can say without a doubt that my students learned to think critically about economic issues!

CONCLUSION

The students studied a real economic issue on a school millage election that changed their educational future. We learned that just as individuals must make economic choices every day, so must our school board and patrons. Students realized making uninformed economic decisions can be a personal and social problem for a community. There were observable changes in student behavior. Their thinking level went from emotional to making decisions through a logical and orderly manner.

Every level of Bloom's Taxonomy was utilized. Students learned how to analyze news articles, utilize research skills, set up an exit poll and tabulate the results, produce an economic video, and sharpen their oratory skills.

Response to our project from parents, administrators, and community members who visited our classroom or saw our video, "School and Progress Are at the Crossroads of Our Education and Economic Future," was overwhelmingly positive. Community support was evident by the number of people who offered to assist in the various activities in the classroom. I was asked to share our "Schools and Progress" video with the school board and the teachers for the back-to-school workshop in our district in August.

This economic project has been one of the most successful learning experiences that I have shared with my students. I know my students will remember this class for a lifetime. I feel learning economics is like the Pepsi Cola television commercial, "You've got the right one, baby." Although school is out for the year, students continue to look for articles and news releases pertaining to the ongoing millage requests and other economic problems concerning our schools. I have been contacted by several students who were interested in placing those articles in this mini-unit. Their ongoing interest is an exciting aspect of our educational system.

HAVE A HEART CANDY SHOP

Diane L. Scheuerer
Education of Teenage Parents, Melbourne, Florida

OVERVIEW

As a result of the changing social and economic challenges of our time, an increasing number of students are "at risk" as successful learners. One such group of individuals is the pregnant high school teenager. Data indicate that these students need special support and assistance to remain in school, to complete their education, and to become successful citizens and economic providers for themselves and their child(ren).

The purpose of this project was to provide these "at-risk moms" with certain basic economic concepts essential to an understanding of our free enterprise system. Specifically, they were provided experiences with forming and operating a successful business enterprise based on market research survey, production of several marketable products, sale and distribution of the products, and an analysis of costs and profits. Students were taught appropriate related economic concepts (competition, scarcity and production, supply and demand, price, and distribution) and various community consultants were utilized.

Evaluative data indicate that as a result of this creative experience in entrepreneurship these students demonstrated increased knowledge of valuable economic concepts. In addition, the interest and motivation generated fostered improved attendance and enhanced self-concept.

RATIONALE

Our future economic prosperity and societal well-being depends on well-educated citizens. Our curriculum needs to provide students with content and activities that are real to life, meaningful, and helpful to them in developing a strong sense of self-esteem and determination to become productive citizens.

Teenage mothers are "at-risk" students who typically possess low self-esteem, have limited motivation, and demonstrate poor school attendance. Our school is unique in that 100 percent of our student population is comprised of either pregnant or parenting females. Eighty-four percent of our students qualify for the free and reduced lunch program, which is a federal indicator of poverty status. Many of the girls also receive one or more of the following types of assistance: AFDC, WIC, and/or food stamps. Furthermore, 35 percent of our student population is comprised of racial minorities, primarily Afro-American. With this information in mind, the idea of a "hands-on" economics project was to motivate these young women to become more involved with and interested in economic education.

We had to have a simple project that could be carried out to a successful conclusion. I especially wanted to vividly demonstrate to these girls that they could indeed run a successful business, be creative, and learn about our real world. Our project became the making and marketing of simple, but delicious specialty candies for Valentines. The project consisted of a market survey to determine which candies we would make and then a regular assembly line to produce and market various types and colors of "Hot Lips" and "Heart Pops." Each girl was assigned a specific task to graphically demonstrate the concept of specialization. With this project, I was able to involve every girl in the program.

GOALS AND OBJECTIVES

Following is a list of the overall goals of "Have A Heart Candy Shop." These are the objectives that were listed by the Florida Department of Education Free Enterprise and Consumer Education and were met as a result of this project.

Goals

- To use an interdisciplinary approach to teach economics
- To demonstrate "economics" in a "hands-on" activity in home economics class
- To run a successful business, make a profit, and improve self-esteem

Learning Objectives

- Students will define a free enterprise economy
- Students will define competition
- Students will define consumer goods
- Students will define producer and production
- Students will define profit and net profit
- Students will define supply and demand
- Students will define and experience a marketplace
- Students will name factors that influence supply and demand
- Students will define and experience a market survey
- Students will do advertising for a business
- Students will learn how to do an assembly line production
- Students will demonstrate how specializations cooperate in the team effort needed to operate a successful business

PROCEDURES

"Have a Heart Candy Shop" started out as a semesterlong project entitled "Clown Around With Entrepreneurship." The project involved all the young mothers at the Teen Moms Center. All of the students were enrolled in economics, home economics—foods (cooking) class, and all were in some sort of math class.

I conceived the idea after attending a grant workshop conducted by Barbara Moore, University of Central Florida Center for Economic Education. Our students needed to be "involved" in hands-on activities that would help them gain self-esteem, be of high interest, and provide an opportunity for earning money. Following is a list of the steps that were followed in which "Have A Heart Candy Shop" became a reality.

1. Inception of the idea as a result of a teacher inservice seminar by the University of Central Florida.
2. A meeting with the principal indicated the need of at-risk students getting "involved" in real-life learning experiences, the need to earn funds for our program, and the need to build independence, self-esteem, and better attitudes among these special students.
3. Barbara Moore from UCF was scheduled to present a lesson to the girls.
4. A schedule was set up for the Project Business Economics lessons.
5. The business project idea was presented to the students.
6. Monies earned last year would be used for "start-up."
7. The students would name the business and do the production.
8. The project would be correlated with our textbook lessons.
9. The students were to decide how to advertise the project.
10. A field trip to do the market survey would be arranged.
11. A field trip to a place of business (with a female entrepreneur) was arranged.
12. The math teacher would do a joint lesson on determining the selling price.
13. The profits from the sale of our products would go to operate our Home Economics classes and to purchase supplies for our baby nursery.

CONTENT

The content of "Have A Heart Candy Shop" incorporated a variety of activities and resources. The spirit of cooperation among the students and the private enterprise consultants was enhanced through the integration of various activities and resources used throughout the project. Following is a list of the activities in sequential order that took place during "Have a Heart Candy Shop."

1. I made a sample clown and presented it to the girls.
2. Barbara Moore, UCF, was invited as a consultant.
3. Worksheets on entrepreneurship and suggestions for business name.
4. Business name: "Clown Around with Entrepreneurship"
5. Sharon Soley, E.G.& G., Jr. Achievement Project Business: Economic Lessons
6. I correlated the project with the materials related to Units One through Five in our economics textbook (throughout the semester).
7. The sewing class made several "Clowns" using the "Assembly Line" production.
8. Two students made up our market survey on the computer.
9. A field trip to Viera Educational Services Complex was arranged to do the market survey.
10. Other students made up an order form on the computer.
11. RESULTS: after tallies of market survey—WE COULD NOT SELL OUR PRODUCT!
12. With Christmas upon us . . . I was about to do candy making in the foods class. The girls asked why not make and sell candy for Valentines???
13. We took a field trip to the Cake Decorating Supply Shop, where I get the candy-making supplies. Mrs. Doris Dixon was a great consultant.
14. ANOTHER Market Survey in January: Great results, lots of people wanted to purchase Valentines candy, especially with delivery.
15. Girls named our shop: "Have A Heart Candy Shop"
16. In math class, the girls did a realistic math lesson. They determined the selling price and profit margin of our candies.
17. Advertising: posters, a display board, and order forms were made.
18. The Hairem II Beauty Shop was approached about putting up a display and order forms. They agreed.
19. Candy Production: Assembly Line
20. All of the students participated in the business.
21. The profits from our sales totally supported the home economics program in our center.

SCHEDULE

September:	Pretest Resource Person: Barbara Moore, UCF Economic Concepts Entrepreneurship Study of Economic Concepts Entrepreneurship Survey Market Survey Supply and Demand Pricing Activities
October:	Community Resource: Sharon Soley Project Business Sample Products Made: Clown Around With Entrepreneurship Survey Results: From Failure to Success
November:	NEW IDEA: CANDY SHOP Community Resource: Doris Dixon, Cake Decorating Supply Shop
December:	Teacher Demonstration: Candy Making
January:	Pricing Activities
February:	Production of Specialty Candies Selling Activities Evaluation—Posttest

TEACHER EVALUATION

My students learned from a practical, real-life business the definition of free enterprise, how to conduct and the importance of a market survey, how demand for the product affects business, the importance of each member of a production line, and the meaning of "profit" and "net profit." There was academic knowledge gained through this project as demonstrated by the pre/posttest results. Furthermore, we cannot overlook the change in self-esteem and "I can't do it" attitudes. To see students achieve who before would hardly come to school, not try, say "I can't," was a great accomplishment. They began to take part in the school "business" and expand to more creative and individual interests by using the skills from the class project to make things for themselves and family members. These "at-risk" girls found out that they, too, are part of our economic process and can be a very productive part.

Through this project we were able to involve many community resources: Barbara Moore, U.C.F.; Sharon Soley, Project Business; Doris Dixon, the Cake Decorating Supply Shop; and the two places of business that allowed the Teen Moms to take orders and deliver the candies to their workplace: Viera School Board Complex and Hairem Beauty Shop.

I have also been able to have these young women see the interdisciplinary approach of one subject to another: involving concepts in economics class to the home economics class and also using math skills involved in profits and cost of supplies. The economics class definitions and concepts became alive and real in the home economics class with this project.

CONCLUSION

"Have A Heart Candy Shop" proved to be a successful economics education model activity for an at-risk group of high school students to experience and learn several key economic concepts. The project provided a viable structure and process for students to become motivated by and involved in an exciting and creative hands-on learning activity. The project could be completed within a relatively short time, and it did not require an inordinate amount of material or skill on the part of the students. This was a very "workable" project that resulted in positive behavior changes as demonstrated by improved students' attendance during the project period, increased student motivation regarding economic education, and improved student knowledge.

The "Have A Heart Candy Shop" was an enjoyable and successful economic education learning experience which could be replicated in various settings. Success of the project was enhanced as a result of the support of two business offices that allowed the teen moms to take orders and make deliveries to their places of work. Additionally, various guest speakers from the community and a field trip to a local candy supply business assisted in reinforcing the economic concepts focused on by this project.

EXPLORING ECONOMICS ALL YEAR LONG

Emily Wood
Patrick Henry School, Tulsa, Oklahoma

OVERVIEW

This project consisted of economic experiences integrated into the curriculum of a gifted and talented program (3-5 grades) from October to May. Seventy-five students in third through fifth grade participated in many of the activities, but only the 26 fifth graders were tested after a comprehensive economic experience. A long unit on Tulsa, An International City, and shorter units on art, Martin Luther King, Jr., and careers were infused with economic understandings. A great deal of attention was focused on Tulsa's

Sister Cities because of the upcoming Sister Cities Conference in July 1992. One of the major goals of this project was to help the students understand the economic benefits of our Sister City relationships and the conference. By infusing 20 economic ideas into diverse lessons, a major goal of showing economics is everywhere was met. All 20 basic economic concepts were taken from *Economic Education, Curriculum Guide*, Kindergarten-12, Oklahoma State Department of Education. A broad spectrum of activities included films, guest speakers, international visitors, debates, videotaping each other, field trips, food preparation, tests, encyclopedia research, slide viewing, reading, essay and letter writing, debates, oral reports and design of imaginary countries. Pre- and posttests, essays, parent comments and letters were the evaluative instruments.

GOALS AND OBJECTIVES

1. Students will be introduced to many basic economic concepts and vocabulary words. They will learn these concepts and vocabulary with a 90% mastery rate.
2. Students will develop understandings to help them participate as knowledgeable producers and consumers in a world which is becoming increasingly international and interdependent.
3. Students will develop an appreciation of entrepreneurship and the free enterprise system.
4. Students will gain understandings which will help them make wise decisions on using available resources.
5. Students will develop their ability to work together through many cooperative learning projects.
6. Students will develop speaking and writing skills.
7. Students will develop critical thinking skills, especially evaluation

PROCEDURES AND CONTENT

Economics was infused into all units for the entire 1991-1992 school year. Fifth-grade students took a teacher-prepared economics pretest. Dr. Greg Wozniak, professor of economics and father of one of the students, was a guest speaker who gave the boys and girls an overview of economics. Fifth graders also restarted a card company and elected officers. This card company made a profit of over $500 during the school year. Its operation reinforced many economic concepts. The profits were used to fund a school camera and picture taking and for fifth-grade end-of-year activities. Thus students learned that the production of economic goods and services is a most valuable and essential contribution to society.

In September 1991, the mayor of Tulsa stated, "Tulsa is an international city." Boys and girls in Mrs. Wood's class decided to test the hypothesis that Tulsa is an international city. Students developed a strong spirit of inquiry as they clipped newspaper articles, interviewed international visitors and personnel from business, collected brochures and maps, and made connections with Tulsa's Sister Cities organization. They were able to amass a great deal of data. This inquiry was timely and relevant because Tulsa has four sister cities and soon will have six. Tulsa also will host an international Sister Cities conference in July for 3000 delegates from around the world.

The first unit for all classes focused on Utsunomiya, the Sister City in Japan. The teacher adapted curriculum garnered from professional meetings and used artifacts and slides from a two-week homestay and school visit in Utsunomiya. Calligraphy, kimonos, chopsticks, seaweed, and debates on U.S. trade relations captured student interest. Students videotaped their own heated debates on the merits of Japanese education and exports. Geography included study of landforms, location, etc. Students were introduced to the yen and Japanese specialization in their study of economics. Students prepared letters and examples of their work on Japanese numbers and words for the mayor of Utsunomiya. Students presented these when he visited. On meeting the major, all bowed appropriately, reflecting their understanding of the culture so important in the area of international trade. Later, Japanese high school exchange students visited Wood's class to teach calligraphy and origami. Wood's students then introduced the Japanese visitors to the other 500 students of Patrick Henry School. In the process of formulating introductions, students processed and organized their own knowledge of Japan and their new friends. It was easy to infuse economic concepts into this unit as students consumed Japanese products such as seaweed and chopsticks which were imported and had hands-on experiences with the yen which their teacher had brought back from Japan. As students sampled seaweed, they realized that people's wants are influenced by geography and that people's wants vary because of cultural differences although all have the same basic needs.

Next, all students studied San Luis Potosi in Mexico, Tulsa's Sister City of the longest standing. One student's father is a cameraman with a local television channel. He had been to San Luis Potosi with a group of Tulsans to record the trip. He visited with his film. Students were immediately struck with the poverty and child labor recorded. Child labor became a topic for research, debate, and discussion in cooperative learning groups. On questioning during a Tulsa visit, the mayor of San Luis Potosi stated that the biggest problem was lack of water. This remark opened up another subject for inquiry. Students again received a lot of practice using maps, learning about landforms and location and the effect of both on the economics of the area. Sister Cities officials sent a wealth of materials on San Luis Potosi. Students created posters illustrating what they had learned about the geography, economics, culture, and history of San Luis Potosi, thus processing and organizing their wealth of information about San Luis Potosi products and consumption. These posters were sent to Tulsa's City Hall where they now hang in the mayor's special office for all to see. Many of the resources were supplied by Tulsans who had visited San Luis Potosi. Many of the visitors were businessmen seeking trade. Students realized concretely how both cities had benefited from international trade. Transporting goods from San Luis Potosi was considered, and it became apparent that without transportation from one country to another, international trade would not be possible.

In December, Tulsa's connection to Venezuela was explored by the fifth grade. Citgo Petroleum has its headquarters in Tulsa, but its parent company is wholly owned by the government of Venezuela. The oil connection between Venezuela and Tulsa is strong. Citgo sent speakers with slides and materials. Students wrote essays about Venezuela and letters to Citgo personnel. Parents of a student put on a Venezuelan immersion day with holiday foods and crafts. The father had worked for Helmerich and Payne drilling for oil, so he taught students economic facts about natural resources like oil, capital goods like drilling rigs and labor combining to make products like the gas sold all over Tulsa. Global interdependence became clear as did the concept that the production of any economic good requires natural resources, capital resources, and human resources.

Fifth graders also visited the Tulsa office of the brokerage firm of Merrill Lynch. By placing mock buy-and-sell orders, they learned firsthand about stock transactions. Brokers gave them handouts on some Japanese stocks.

By January 1992, students were beginning to feel that, yes, Tulsa was an international city. A study of Beihai, Tulsa's Sister City on mainland China, prepared students for a celebration of the Chinese New Year. Again Sister Cities materials enabled the students to make posters that revealed a great deal of learning about the natural resources, products, and consumption in Behai. These too were sent to city hall. Newspaper clippings were brought in by students and used as a springboard to discover and research aspects of culture, government, and economics. The students contrasted our free enterprise system with the communist economic system. Other Sister Cities explored were Kaoshung, Taiwan, and Tiberias, Israel. This summer, students in Emily Wood's class will serve as escorts at the opening ceremonies of the huge Sister Cities convention. They will have an opportunity to learn more about international trade with its imports and exports.

Learning about the history, foods, and geography of Turkey and Korea from native mothers also helped students reach the conclusion that Tulsa, Oklahoma, in the heart of America, is indeed an international city. Oil, a natural resource, had brought the families to Tulsa. One of the fathers was a geologist, a specialist. It became easy to understand the concept of specialization.

The hypothesis that Tulsa is an international city was tested well. The teacher had adapted curriculum to make many economic concepts clear as the students studied these cities.

Spring 1992 found the students acting as docents for their parents at the Gilcrease Museum teaching their parents about history, geography, and economics revealed in the paintings and sculptures. Slides and books from a grant from the Tulsa Education Foundation were used by students to prepare their gallery presentations. Both students and parents gave really enthusiastic written and oral evaluations of this activity. The class also studied Thomas Gilcrease as an entrepreneur. He served as a concrete example of an entrepreneur—a person who knows how to produce goods and services but who is also willing to take a risk.

A group of fourth-grade students wrote, directed, and produced a mock trial with an international flavor, The Trial of Saddam Hussein. The video of this trial won first place in the Oklahoma Bar Association's statewide contest for students of all ages. The video was shown to many primary classes and received with rapt attention. Students used their prize money to adopt endangered animals at the zoo and are looking into rain forest acreage. Decisions on how to spend the prize money were made democratically after discussion and vote. Students realized that there was an opportunity cost involved. If they had a field trip to an amusement park, there would not be money for their zoo project. They realized that their resources were limited and decisions and choices had to be made.

Democratic beliefs were fostered as a group of third graders participated in the American Lawyers Auxiliary unit on the Bill of Rights. These students wrote letters to the editor of the Tulsa *Tribune* resulting in a full "Kids Page" on the Bill of Rights birthday. Students felt empowered by this and won prize money for the project. They decided, after brainstorming and voting to spend their money on Carmen Sandiego computer programs, to learn more about geography and problem solving. Again, students learned through choosing that opportunity cost is the cost of giving up uses of a resource for an alternate use. They also learned that demand for goods and services may be increased through advertising, since an advertisement called their attention to the computer programs. The class discussed the fact that money paid to one person or group generates a chain of further spending. A long discussion of how purchases at the computer store would generate spending by the employees for personal needs as well as spending by the manufacturer included lots of brainstorming.

EVALUATION AND CONCLUSIONS

Evaluation of student learning was accomplished by a pre- and posttest given to fifth graders. Strong gains were made. The average score on the pretest was 69. The average score on the posttest was 90.8. This showed an excellent gain of 21.8 points. Teacher observation, essays, letters, and parent comments also gave strong evidence of significant gains. Mayor Rodger Randle made very positive verbal comments about the high quality of economic understanding revealed in the letters.

Not only did students advance cognitively in the field of economics, but their behavior indicated cooperative attitudes were fostered by their economic studies. They also developed a greater interest in the world and community. Attitudes and habits changed.

Economics can be successfully infused into many types of units throughout the year. Economics can be taught concurrently with a variety of subjects at all times. Evaluative instruments indicate the success of this infusion method. This project was especially successful also because of the very wide number of resources used including University of Tulsa professors, Merrill Lynch, Citgo and Helmerich and Payne personnel, Japanese visitors, Sister Cities volunteers, and parents. Connecting the study to relevant places and events in the community made this economic infusion an excellent project.

GOOD IDEAS IN BRIEF: OPEN CATEGORY

RICHARD HASSON and TIMOTHY J. VERMILLION, *Carson Middle School, Pittsburgh, Pennsylvania*, collaborated to create "The Carson Toy and Trinket Company." The program taught sixth-, seventh-, and eighth-grade students how products are designed and manufactured in our technological society. Over 950 students took part in the program. Students formed a company, engineered, and manufactured the toys Billy Block, Boo Boo Bear, and Gumball Locomotive. When the project was completed, the students took the products home. In the course of the study students gained insight into how developments in technology have changed our life socially and economically. They read about how people lived 100 years ago and compared how we live today to the past. Students learned that developments in technology have made our lives better. All students got a chance to work in the Macintosh lab for six weeks to learn about product development. Product development took the students through the total process of product design. Students learned a list of terms that included many economic-related concepts. All students got a chance to manufacture the parts engineered in the Macintosh lab. This experience taught students how products are manufactured using jigs and fixtures. Quality was the theme of the program. It was achieved by teaching the students how quality control is achieved. Students ran their company and controlled all the aspects of the production process.

THOMAS L. OWEN, *Polk Schools Opportunity Center, Lakeland Florida*, created "OPSHOP" for students in an alternative education program. Students were there as a result of one or more of the following situations: behavioral problems, a new state law requiring children to stay in school until the age of 18 or lose their driver's license, mandatory attendance by order of the courts, and/or expulsion from regular schools for infractions such as illegal possession of a gun, knives, drugs, or other infractions of a serious nature. These students did not want to be in school. They didn't care if they learned anything, nor did they have any respect for the educational system they were forced to attend. Some of them refused to work and stated they would not do what was asked of them. The idea of an "OPSHOP" originated because the teacher felt someone needed to address the special needs of these children and realized they needed to learn economics if for no more than survival skills. The concept behind "OPSHOP" was for students to take real-life activities and learn as they implemented them. Writing checks, earning money, opening checking and savings accounts, purchasing items, making choices, and solving problems were taught. It also became a motivational tool for students who were supposed to be America's "high risk" problem. The focus of the project was a special school store that accepted school-made money for alternative education students to purchase needed school supplies and wanted items in a dignified way. This money, called opdollars, was earned for perfect attendance, improved attitude, improved behavior, and academic achievement. While in the Opshop, students encountered economic objectives through posters, placards, group discussions, and one-on-one tutoring.

ESTELLA WILSON, ANNA NEAL, and CHARLES FOUNTAIN, *Campbell Park Elementary School, Largo, Florida*, created DEES Freeze, Inc. for their students who at times felt isolated because of their academic difficulties. The project not only provided a pragmatic hands-on approach to learning, but it also encouraged their students to make use of social, decision-making, problem-solving, and interpersonal skills. After adopting a manatee and subsequently studying this gentle, sea creature, the students wanted to do something to help the Save the Manatee Club. After considering many products, they decided to produce a frozen juice cup—Calypso Cups. This product appeared economically sound. With a loan from the school, all of the necessary materials were purchased. The classes discussed the price, the ingredients, and the utensils needed. They also decided to produce a quantity of about 1,000. Numerous advertising promotional strategies were utilized—student-made posters, school newsletter articles, intercom announcements, videotaped commercials, a conga parade, "limbo" contest, and flyers. This was the first Economic Fair project that DEES students at Campbell Park Elementary were totally involved in. Not only did they develop a popular product, they were able to develop skills in marketing, salesmanship, advertising, promotions, public relations, etc. The students often experienced the principle of supply and demand—there was more demand for their product than they could supply. The students were very proud of their project and product. Their participation in the fair and activities leading to it definitely increased their pride and self-confidence.

SHARON L. OSBORNE and KAREN J. WIEKER, *Langford Elementary School, Langford, South Dakota*, developed a unit of study entitled "Rural Roads to Economics." They used the *Community Publishing Company* as their basic text in their third- and fourth-grade classrooms. Many of the basic concepts were reinforced in each of the teacher's respective classrooms, but they spent one hour a week in a team-teaching situation in which the class title was "Economics." Many students at all ages are apprehensive about taking a course entitled "Economics" but their children looked forward to the class each and every week. During the class periods the children practiced the economic concepts they were learning through activities, games, and concrete experiences. They used "Marketplace Money" as a means of incentive and rewards in both rooms. Once a month they had a classroom store open where children could spend their "bucks" if they chose. The teachers gave the children an opportunity to keep track of their own bucks or they could deposit the money in the class bank for "safekeeping." The bank was open for deposits or withdrawals each time they had economics class. The major projects for the year included making three large community maps, making and selling cupcakes, selling pencils, and publishing and selling a book. At the end of the year, as a culminating activity, the students had a "company picnic." They invited their families and the people in the community whom they had interviewed during the year. A brief program then revealed to the audience some of the economic concepts learned during the year.

TERRY H. SEVERANCE and DEBBIE CARTER, Camp Taylor Elementary School, Louisville, Kentucky, collaborated to develop a cooperative unit between the third-grade teacher and the Media Center librarian. Each lesson in "Teaching Economics the Humane Way" was designed to be taught in the classroom with a follow-up activity in the Media Center with the librarian. Follow-up activities reinforced the economic concepts that were taught in the classroom. This unit also formed a partnership between the classroom and the Kentucky Humane Society. Through activities and a field trip, the students gained a real understanding of what the Humane Society does. There were several ongoing projects throughout the unit to keep the students focused on both economics and the Humane Society. They were as follows: (1) The Humane Society depends on donations for some of their needs. A letter was sent home from the Humane Society telling parents and children the kinds of things that were needed. A box was kept in the Media Center and the third grade was responsible for the collection. The students later presented the donated goods to the Humane Society. (2) "The Pet Corner" was a weekly newscast segment aired on the school news from the Media Center that highlighted what the children had learned about economics and facts about the Humane Society. (3) The class kept a scrapbook of articles that they found in newspapers and magazines that related to cats, dogs, and/or the Humane Society. (4) Each lesson included a library book that related to pets. "Teaching Economics the Humane Way" was a five-week unit that culminated with the celebration of National Pet Week and a visit to the Humane Society.

Master List of 29th and 30th National Award Winners, First through Fourth Places

1991-1992 WINNERS

Primary

Beattie, Joyce G., Sue Hatton, & Pamela Clark HB74.8.N38p1992B43
Critter Cards Third place
First grade; majority low income; high participation in interdisciplinary activities; design, produce and sell cards depicting endangered animals.

Borntrager, Barbara A. HB74.8.N38p1992B67
Harrisonburg Moneyopoly Fourth place
Third grade; rural area; moneyopoly game designed for real businesses in the community; concepts development with emphasis on mathematics skills.

Eloshway, Pearl, & Linda McGeehan HB74.8.N38p1992E46
Consumer Education Circus Second place
Kindergarten; low socioeconomic level; high parental involvement; learning by participation in a business, students put on a circus; press event.

Lancaster, Janice, & Dena L. Meade HB74.8.N38p1992L36
Peanut Economics First place
First and second grades; peanut theme focus on basic concepts; cooperative learning, student journals, and video series used.

Intermediate (4-6)

Howell, Greta HB74.8.N38i1992H69
Cookonomics: Catering with "Class" Fourth place
Fifth and sixth grade; low to middle socioeconomic levels also emotionally handicapped business catered events within school and in the community; designated "Emotionally Handicapped Model Classroom" by school authorities.

Maselow, Roberta E. HB74.8.N38i1992M37
Card Connection: A Business for Children Third place
Fifth grade; inner city; concepts and instruction focus on education for the workplace; interdisciplinary behavior change stimulated; community involvement.

McMillion, Patricia T. HB74.8.N38i1992M36
Look Mom!!! I'm a Million Dollar Student!!! First Place
Fifth grade; city magnet school; yearlong classroom simulation integrates economy, government and law; less affluent and affluent students learn about earning a living.

Parker, Linda K., & Patti L. Reynolds HB74.8.N38i1992P37
Economics From the Cradle Second place
Fifth grade; suburban; three-week unit on costs of having and raising babies, features parents as speakers; interdisciplinary.

Junior High School (7-9)

Joachim, John R. HB74.8.N38j1992J63
Economics of Clean Air: Clean Air For Sale Second place
Eighth grade; multicultural community; economics taught within the core curriculum of environmenial science.

Szot Gallaher, Sheryl HB74.8.N38j1992S96
Once Upon a Wall Street Dreary, Economics Made Me Cheery First place
Eighth grade; suburban high achievers; concepts taught through study of literature—short stories and poetry; multidisciplinary activities, high student involvement.

Wessling, Thomas H. HB74.8.N38j1992W47
The United States Gets a New Form of Government and a Tariff ,Too! Fourth place
Eighth grade; large county district; teaching the economics of tariffs in U.S. history class.

Wills, Glenda H. HB74.8.N38j1992J63
Mind Your Own Business: Economics and Entrepreneurship Third place
Middle school; suburban area; twelve-week unit, focus on historical with local speakers and multimedia; hands-on production and marketing of products; good press and television coverage.

Senior High School (10-12)

Berry, Deborah P. HB74.8.N38s1992S65
Let Them Eat Cake! Second place
Tenth grade; private school; a 17-day unit for world history course on the economic situation in prerevolutionary France; a variety of activities culminate with class preparing and serving lunch for the homeless.

Calloway, Wanda J. HB74.8.N38s1992C35
Brother, Can You Spare a Ruble? First place
Twelfth grade, elective course; guided and independent practice used with brainstorming and discussion; a class proposal on the question, "Should the U.S. Invest in the U.S.S.R. (Russia)?"

King, Lita N., & Julie A. Johnson HB74.8.N38s1992K56
What's Cookin' in Evening Shade? Third place
Tenth through twelfth grade; rural; vocational business and home economics teachers team up in a yearlong venture; students produced and marketed a community cookbook selling 85,000 books nationwide in one year, yielding $255,000 net profit.

Open Category

Hill, Peggy S., Gary L. Moore, & Sally S. Beard HB74.8.N38o1992H55
Parties Are Really Terrific Instruments for Economic Studies First place
Kindergarten through sixth grade; suburban; an entire school building celebrates its 40th birthday with all teachers and students participating; concepts taught with grade level appropriate units.

Scheuerer, Diane L. HB74.8.N38o1992S34
Have a Heart Candy Shop Third place
Secondary level; a semester-long program for teenaged mothers; students form and operate a candy business and gain economics knowledge, "can do" attitudes, and enhanced self-esteem.

Smith, Florence B. HB74.8.N38o1992S65
Schools and Progress Are at the Crossroads Second place
Junior and senior high school; economically distressed city; a unit combining economic knowledge with the electoral process; focus on a real-life school millage issue using a wide variety of instructional activities including exit polls and video production to inform voters.

Wood, Emily HB74.8.N38o1992W66
Exploring Economics All Year Long Fourth place
Third through fifth grade, gifted and talented; urban area; units focused on international characteristics of the city and study of the relationships of sister cities in Japan, Mexico, and Venezuela; a wide range of activities was used.

1990-1991 WINNERS

Primary

Berry, Deirdre Jane, & Margaret Phillips HB74.8.N38p1991B47
Fabulous Economic Fables Third place
Kindergarten; multiethnic community; used fables to engage students with storytelling, dramatic play, music, and drawing.

Glore-Seward, Linda Jo HB74.8.N38p1991G56
United States of America: The Country, The States, The Resources Second place
First through third grade; unit explores geographic differences and economic interdependence of the United States; students collect information from many sources.

Hargis, Galyn, Jan Miller, & Mary Gene Tedford HB74.8.N38p1991H36
Little Buckeroos Round-up Economics Fourth place
First grade; multidisciplinary unit focused on the rodeo's economic impact on the community.

Shaneyfelt, Patricia HB74.8.N38p1991S53
The Knowledge Is Recyclable Publishing Co. First place
Second grade; parents help students create their own publishing company; interdisciplinary activities and multiple evaluation techniques.

Intermediate (4-6)

DeLoof, Betty HB74.8.N38i1991D45
Economics and the Homeless Third place
Fourth grade; middle to low income area; students are introduced to the economic problems of homeless people through books about homelessness, community speakers, and visits to shelters.

Jacobs, Marilyn P., Suzanne R. Battista, & Susan S. Meinecke HB74.8.N38i1991J33
First place
The Nifty-Fifty Corporation
Fifth grade; interdisciplinary unit with focus on setting up a corporation to produce games on facts and features of the United States.

Kingsley, Laura P. HB74.8.N38i1991K56
Adopt Young Entrepreneur (A.Y.E.) Second place
Fourth grade; potentially gifted students; unit features black entrepreneurship past and present; classroom visitors, field trips, hands-on operations of running a business were used.

Linden, Carol M. HB74.8.N38i1991L56
Working, Earning, Spending is the Cornersburg of our Community Fourth place
Intermediate grades; inner city; multihandicapped students with severe communication handicaps learned about work, earning money, budgeting, and comparison shopping.

Junior High School (7-9)

Crawford, Kim HB74.8.N38j1991C73
All You Ever Need to Know About Purchasing an Automobile Second place
Eighth-grade math class; learned economic terms while implementing mathematics standards of real-world problem solving and various methods of computation.

Robinson, Opal Anne HB74.8.N38j1991R63
Our Shrinking World First place
Eighth-grade advanced English class in urban area; studied global interdependence by learning about Japan; made video of students' lives and sent to Japanese friends.

Smith, Florence B. HB74.8.N38j1991S65
Can Economics "Interest" You? Fourth place
Ninth-grade civics class; students analyze possible effects of a proposal to deregulate interest rates; parents, guest speakers and a student-produced videotape were used.

Taylor, Kathryn S. HB74.8.N38j1991T39
Teaching Supply and Demand Shifters Third place
Eighth-grade average students with prior knowledge of supply and demand are taught which factors make market supply and market demand change.

Senior High School (10-12)

Berry, Debbie P. HB74.8.N38s1991B47
Turtlenomics Fourth place
High school economics class, private school; students produce three videos and lesson plans and use them to teach basic economics to second-grade students.

Pedone, Jr., Frank J. HB74.8.N38s1991P43
Economic Answers to Environmental Problems First place
Twelfth-grade economics or government class; 10 lessons keyed to pivotal questions lead to understanding environmental problems and suggested economic solutions.

Richardson, Daniel W. HB74.8.N38s1991R53
Value & Wealth: A Market Simulation Third place
Eleventh-grade economics course, adaptable to earlier grades; students complete classroom trading activities to discover new meaning for concepts of wealth, value, utility and money.

Tranquilla, Barbara C. HB74.8.N38s1991T73
Money—What Goes 'Round Comes 'Round Second place
Twelfth-grade economics/American government course; a three-part unit with hands-on personalized activities to teach students about money flows through the economy and their part in the process.

Open Category

Carman, Mary Ann HB74.8.N38o1991C37
Special Kids' Co. Second place
Third, fourth, and fifth graders with special learning problems learn basic economic problem-solving techniques while producing and selling valentines.

Honeycutt, Jan R., & Shannon S. Pappas HB74.8.N38o1991H66
There Is Nothing Spooky About Economics Third place
Second through sixth graders who are severely emotionally disturbed find hands-on economics activities build kowledge and self-confidence.

Sellers, Hazel & Betty Jo Goodson HB74.8.N38o1991S45
Teachers Features, Inc. Fourth place
First through fourth graders enrichment and math students; upper-middle class area; practical, hands-on activities were integrated into several subject areas; a photography business is formed.

Shapiro, Alan, Sandra D. Brodney, HB74.8.N38o1991S53
Bruce F. Brodney, & Jeff Schmidt First place
P.R.I.D.E.
High school ecology classes, second- and third-grade classes and a special elementary hearing-impaired class organize and use economics and ecology concepts to save a dying pond.

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